# STUDENT HANDBOOK

## Touching Hearts. Changing Lives.

*SMU Master's in Counseling*

CACREP ACCREDITED

2020-2021

SMU | SIMMONS
SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

# STUDENT HANDBOOK

EFFECTIVE FALL TERM 2020


**MASTER OF SCIENCE IN COUNSELING**
**SOUTHERN METHODIST UNIVERSITY**
**ANNETTE CALDWELL SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

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Welcome to the Masters in Counseling program at Southern Methodist University. We intend your graduate education at SMU to be academically stimulating and professionally rewarding.

The SMU Masters in Counseling program offers three CACREP-accredited Specialty Areas (i.e., programs of study): Clinical Mental Health Counseling (CMH); Marriage, Couple and Family Counseling (MCF); and School Counseling (SC). The Core Curriculum for all three Specialty Areas meet the academic requirements for licensure as Professional Counselors (LPC) and Licensed Chemical Dependency Counselors (LCDC) in the state of Texas. Preparation for other licensures and certifications can be obtained through students' choice of Specialty Area and elective concentrations (e.g., Licensed Marriage and Family Therapist, Certified School Counselor, Registered Play Therapist, Registered Expressive Arts Therapist).

Additionally, counseling students receive both on-site and off-site supervised training with clients (Practicum and Internships I/II) allowing for the application of course content. Direct client interaction enables students to maximize their learning as well as establish professional contacts through post-Practicum, off-site Internships.

This handbook provides a reference for general information, answers to frequently asked questions, and guidelines for academic policies and procedures.

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## INTRODUCTION

The Master of Science in Counseling program at SMU offers a structured curriculum of course work, practicum, and internship, allowing students to earn a Master of Science in Counseling degree at a full or part-time pace. Successful graduates may pursue state licensure to become a Licensed Professional Counselor (LPC) and/or a Licensed Chemical Dependency Counselor (LCDC), within their 63-hour degree program. Based on successful completion of specific coursework, but also within their 63-hour degree program, graduates may pursue state licensure as a Licensed Marriage and Family Therapists (LMFT), a Certified School Counselor, or a combination.

## FACULTY AND STAFF

Chair, Department of Dispute Resolution and Counseling – Greta Davis, Ph.D., Clinical Associate Professor

Director of Counseling Program – Maggie Jacome, Ph.D., Clinical Professor

Director of the Center for Family Counseling with locations in Dallas, Plano and Frisco –Terra Wagner, Ph.D., Clinical Assistant Professor

Clinical Professors – Maggie Keeling Jacome, Ph.D., Tom Hartsell, J.D, and Misty Solt, Ph.D.

Clinical Associate Professors – Greta Davis, Ph.D., Edita Ruzgyte, Ph.D., Brandy Schumann, Ph.D., and Colleen Logan, Ph.D.

Clinical Assistant Professors – Mario De La Garza, Ph.D., Terra Wagner, Ph.D., and Cyndi Matthews, Ph.D.

Internship Director – Brandy Schumann, Ph.D., Clinical Associate Professor

Program Specialist – Katherine Silva

Clinic Coordinator – Grace Grant, M.S.



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To see a complete listing of full-time faculty licensure, credentialing, professional, and educational information visit http://www.smu.edu/Simmons/AboutUs/Directory (scroll down to Department Dispute Resolution & Counseling). Offices for Masters in Counseling Program Faculty are located in Expressway Tower, Suite 300 on the East Dallas Campus:

6116 N. Central Expressway, Suite 300
Dallas, TX 75206



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## ADJUNCT FACULTY

SMU's Counseling program utilizes scholars and professionals who offer specialized perspectives on counseling, including medical doctors, educational specialists, therapists, psychologists, social workers, and legal counselors. Additionally, nationally and internationally recognized experts offer classes during each academic year. See https://www.smu.edu/simmons/Academics/Counseling/OurFacultyStaff for a current listing of adjunct faculty.

# GENERAL INFORMATION

## THE DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

The Department of Dispute Resolution and Counseling offers a Master of Arts degree in Dispute Resolution and Conflict Management and a Master of Science degree in Counseling, as well as a Graduate Certificate in Dispute Resolution and Conflict Management. Collectively, the department aims to provide optimal lifelong learning experiences. For the Counseling Program, students develop the necessary skills to assist others with clinical mental health concerns, psychological growth and social adjustment.

## MISSION STATEMENT AND DEPARTMENTAL PHILOSOPHY

The mission of SMU's Counseling program is to prepare students with culturally sensitive knowledge and skills to practice effectively and ethically in counseling-related positions in schools, agencies, private practices and mental health facilities.

The Counseling program provides the educational elements necessary for certification, licensure, and counseling practice. Students acquire knowledge in the disciplines underlying counseling – including education, psychology, human development, sociology, learning theory, and social change. They develop skills in counseling and assessment and become familiar with legal and clinical considerations confronting practitioners. Repeated practice and role-playing with feedback and strategic modification are critical to mastery of the skills and are, consequently, an essential part of the program. Successful graduates are able to pursue state licensure as a Licensed Professional Counselor (LPC) and a Licensed Chemical Dependency Counselor (LCDC). With appropriate specialty coursework students are also able to pursue state licensure as a Marriage and Family Therapist (LMFT) and/or Certified School Counselor.



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## PROGRAM OBJECTIVES

| Program Objectives |
|---|
| PO.1. Prepare and equip graduates with the knowledge base and skill set necessary to pass the National Counselor Examination (NCE). |
| PO.2. Maintain or increase the number of prospective student applications each year, with the aim of recruiting and enrolling well-qualified applicants. |
| PO.3. Cultivate a cohesive, programmatic counselor identity among faculty through professional organization involvement, professional service, publications, presentations, and outreach. |

## TERMS OF GRADUATE STUDENT AND PROGRAM COMPLIANCE

Counseling graduate students will adhere to the guidelines within the Master of Science in Counseling Student Handbook, the SMU Student Code of Conduct (within the SMU Student Handbook), and those outlined in the annual Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin. Failure to comply with these collective policies may result in dismissal from the Counseling program and SMU. Additionally, admitted counseling students will sign an informed consent document outlining the academic, interpersonal, and professional expectations of the Counseling program.

**Prior to initial registration**: As outlined in the SMU Student Code of Conduct, graduate students in the Master of Science in Counseling program, "having voluntarily enrolled as students at Southern Methodist University and assumed a place in the University community" are thereby, "presumed to be knowledgeable of, and to have agreed to abide by, the rules and regulations set forth in this Student Code of Conduct, both on and off campus" (SMU Student Handbook, online at http://smu.edu/studentlife/studenthandbook/). Additionally, a student's signed offer of acceptance to the Counseling program asserts an agreement to follow the policies and procedures outlined in the Annette Caldwell Simmons Graduate Programs Bulletin (online at https://catalog.smu.edu/.)

**Within the first term**: Counseling students must submit a signed SMU's Counseling Program Statement of Informed Consent (provided to all students at the Group Advising session and available in the Counseling office or online by logging onto the Canvas *Program in Counseling* site) confirming that they have read, understood, and will adhere to the policies set forth within the Master of Science in Counseling Graduate Student Handbook.



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## PROGRAM STRUCTURE AND OVERVIEW

### ADMISSION REQUIREMENTS

- A baccalaureate degree from an accredited institution of higher education.
- Official undergraduate and graduate transcripts from all institutions of higher education previously attended.
- A completed application form and non-refundable application fee (submitted online).
- Three completed and signed recommendation forms (submitted online).
- An essay (two pages double spaced) explaining why the applicant wants to study counseling, including career aspirations (submitted online).
- Resume.
- A minimum undergraduate 3.0 GPA on a 4.0 scale (or equivalent ranking).
    - A GPA lower than 3.0 requires the applicant to submit GRE math and verbal scores. (The cut-off score for admission consideration is designated by the admissions committee and based on the most current scale).
- A Criminal History Background Check through the Counseling program's designated vendor must be completed and paid for by each applicant. Applicants with items of concern indicated on their criminal history background check are required to meet with the Program Director to review their history and may be required to provide additional documentation regarding the disposition of any case. Depending on the concern, applicants may want to seek licensing board review to confirm whether they would be eligible for licensure post-graduation. Additionally, a criminal history item of concern that would prohibit students from enrolling in the applied training curriculum would also preclude their degree completion.
- Students applying to the Counseling program who pass the initial committee review of all application materials must attend a group interview and overview session.
- **English Proficiency Requirements.** If English is not your native language, you must take the Test of English as a Foreign Language (TOEFL). SMU's Counseling program requires a minimum score of 100 on the internet-based test with the following minimum section scores: Listening (26), Reading (26), Writing (24), and Speaking (24).



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See admission link for related forms and additional admission information:
https://www.smu.edu/simmons/Academics/Counseling/MSCounseling/AdmissionFinancialInformation
International student admissions information can be accessed at https://www.smu.edu/international/isss.

## AUTOMATIC PROBATION

Upon admission to the program, students will begin a two-term probationary period in which they are required to demonstrate appropriate professional and personal functioning. Should concerns for a student become evident by faculty or staff during this probationary period, the admission status of the student may be revoked.

## CONDITIONAL ADMISSION

Students conditionally admitted to the program are under additional scrutiny. In addition to the professional and personal performance requirements necessary to meet initial probation, conditionally admitted students are required to address deficits identified in the admittance process. Students conditionally admitted to the program, whose performance within the first terms or 15 credit hours of coursework results in a competency concern, may be dismissed from the program with revocation of admission.

## BEHAVIORAL SCIENCE DETERMINATION

During the application process applicant transcripts are reviewed to determine if admitted students must take Behavioral Science (HDCN 6339)* as pre-requisite to Research Design & Statistics. While every applicant's transcript is reviewed on a case-by-case basis for the Behavioral Science requirement, determinations are considered according to the following review guidelines:

- Students who did not earn an undergraduate major in a social science discipline (Psychology, Sociology, Counseling) will be advised to take Behavioral Science.
- Students who have an earned undergraduate major or minor in a social science discipline will be reviewed on a case-by-case basis to determine if they completed a social science statistics class or a research methods class.
- Students with social science degrees or minors who earned a B or higher in a statistics or research methods class will not be advised to take Behavioral Science.
- Students with social science degrees or minors who earned a C or lower in either a research methods or statistics class will be advised to take Behavioral Science.
- Students with social science degrees or minors who earned a degree more than 10 years ago will be advised to take Behavioral Science.

* Behavioral Science counts as three credit hours of elective coursework.



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*Students can appeal to have the Behavioral Science course waived by the Program Director on a case-by-case basis.

## ADMISSIONS REQUIREMENTS FOR SCHOOL COUNSELOR CERTIFICATION

**Effective Spring 2018**

In addition to the admissions requirements for the Master of Science in Counseling Program, students who wish to declare School Counseling as their specialty must meet at least one of the additional criterion:

- a certified teacher with at least two years teaching experience in in an accredited public or private school
- a certified teacher with less than two years teaching experience in an accredited public or private school but who will complete two full years of teaching experience prior to the required school counseling internship
- a person who is not certified to teach but has at least two years of teaching experience in in an accredited private school (documentation of previous employment must be provided)
- a person who is not certified to teach and has less than two years teaching experience in an accredited private school but will complete two full years of teaching experience prior to the required counseling internship (documentation of previous employment must be provided)

Students who are teaching in private schools are advised that their current private school might only be considered as an approved internship site for the School Counseling Specialty if the school has a comprehensive developmental guidance program in place. Additionally, the school must have an eligible field site supervisor on campus defined as a person with a master's degree and who holds certification as a Certified School Counselor in Texas with three years school counseling experience.

## ACADEMIC INSTRUCTION

Course instruction varies by topic, but typically includes lecture, discussion, and applied components such as mock counseling, role-playing, self-exploration, assessment administration, and intake interviewing. All courses integrate online assignments through Canvas in addition to providing access to learning materials (i.e. syllabus posting, announcements, and discussion boards). Faculty members outline textbook requirements, ancillary materials for instruction, grading standards, grading rubrics, and classroom student conduct for each course.

The daytime and evening course selections rotate through three semester terms to accommodate scheduling and degree requirements. Weekend seminars, Jan and May term courses and courses during the ten-week summer term allow students additional flexibility.



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Courses are primarily offered on the SMU campus in the Annette Caldwell Simmons Hall and Harold Simmons Hall. Other campus buildings will be used as needed depending on classroom availability.

Students are advised to retrieve and archive their own syllabi. Syllabi are provided electronically and only at the time the student takes the course. Requests for syllabi post-graduation will not be honored.

## FALL TERM 2020- COVID RESPONSE

**SMUFlex Option for all In-person Classes** Students who wish to learn remotely will be able to do so either by changing their schedules to remote-only courses OR by SMUFlex. SMUFlex options will be available for all in-person classes, meaning students who need to attend remotely will be able to do so by attending class synchronously via Zoom and Canvas. These in-person classes will have a mixture of in-person students coming to the classrooms with students who join remotely via Zoom.

**In-person Learning** Students who wish to learn in-person may change their schedules to in-person classes inasmuch as their schedules and our offerings allow.

**Student Reporting Protocol for Symptoms, Exposure & Positive Cases** Please remember to follow this **student protocol** if you have symptoms, exposure to a positive case, or a positive diagnosis:

**Symptoms:**
Contact your physician **or** the Dr. Bob Smith Health Center at 214-768-2277 for a screening interview by trained medical staff.
Stay home.
Inform your teacher.

**Exposure to a positive case**:
Contact your physician or the Dr. Bob Smith Health Center at 214-768-2277 for a screening interview by trained medical staff.
Inform your teacher, who will inform the chair, who will inform the Dean.

**Positive diagnosis**:
Notify Student Affairs through the Caring Community Connections form.
Stay home.
Inform your instructor, who will inform the Department Chair, who will inform the Dean.

## CORE CURRICULUM

The Master of Science in Counseling degree requires the completion of 63 credit hours. Students must complete all course requirements within six years of the beginning term of their degree program. Students must declare the School Counseling Specialty at admission and must be evaluated to determine if they meet the criteria for admission. All other students must declare one of the other two specialties or concentration



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(if applicable) no later than the completion of 15 credit hours and must inform their assigned academic advisor and the Counseling Program office staff.

Fifteen courses (45 credit hours) comprise the core curriculum for the Master of Science in Counseling. These courses represent a skills foundation in providing counseling, interpreting assessments, understanding legal scope, and considering clinical issues confronting practitioners.

Students may take up to nine credit hours in their first term. All entering students must complete HDCN 6320: Life Span Human Development and HDCN 6302: Basic Clinical Method for Individuals, Couples, and Families during their first term.

Students having fewer than 12 credit hours in the behavioral sciences before entering the Masters in Counseling program may be required to complete the Behavioral Science (HDCN 6339) before enrolling in Research Design and Statistics (HDCN 6349).

Students can enroll in an inter-term course following successful completion of their first term. Student enrollments will be evaluated after first-term grades are posted, and students may be required to withdraw from inter-term courses if they have not made satisfactory academic progress.

| **PRE-CLINICAL CORE REQUIREMENTS**<br>**Required before entry into Practicum** | **CREDIT HOURS** |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |



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| | |
|---|---|
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:<br>May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |

## SPECIALTY AND CONCENTRATIONS OF STUDY

Students may utilize electives to complete a specialty or concentration within a specialty. A concentration indicates a student focused their elective work on a certain area of interest. A concentration can be highlighted on one's personal portfolio. The Masters in Counseling program has three Specialty Areas: Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and School Counseling. The core curriculum for all three specialties prepare students for licensure as a Licensed Professional Counselor (LPC) and as a Licensed Chemical Dependency Counselor (LCDC) in the state of Texas as well as other licenses and certifications.

Students must declare the School Counseling Specialty at admission and must be evaluated to determine if they meet the criteria for admission. All other students must declare one of the other two specialties no later than the completion of 12 credit hours and must inform their assigned academic advisor and the Counseling Program office staff.

The Clinical Mental Health (CMH) Counseling Specialty includes the core curriculum and has options for concentrated or elective study. Students can select a concentration of study in Addiction Counseling, Child and Adolescent Counseling, Expressive Arts Therapies, or LGBTQ+ Affirmative Therapy. Students choosing the elective option can take a combination of courses from the concentrations listed above or from the other specialties (e.g., Marriage, Couple & Family).

The Marriage, Couple and Family (MCF) Counseling Specialty includes the core curriculum and three additional MCF courses. Students who choose this specialty will be qualified to work with individuals, couples, and families from a systemic orientation. This program of study can lead to licensure as a Licensed Marriage and Family Therapist (LMFT) in the state of Texas in addition to the LPC license.

The School Counseling (SC) Specialty includes the core curriculum, two school counseling required courses and one elective. The SC program of study prepares students to pursue certification as elementary or secondary School Counselor. Students considering this specialty must have teaching experience prior to starting the program.



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Students may complete coursework for more than one specialty. However, the declared specialty dictates internship requirements. For example, students who choose the Marriage, Couple and Family (MCF) specialty must have an internship consistent in role and function with MCF. Additionally, students who choose the School Counseling specialty must complete an internship in an appropriate school and role.

Elective courses are offered based on instructor availability.



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| Specialty | Available Coursework | Supported Credential |
|---|---|---|
| ***Clinical Mental Health Counseling: Open Elective*** | 3 electives of student's choice available | Licensed Professional Counselor (LPC) |
| ***Clinical Mental Health Counseling: Addiction Counseling*** | HDCN 6351 Psychopharmacology and Substance Misuse<br>HDCN 6353 Treatment Management | Licensed Professional Counselor (LPC)<br>Licensed Chemical Dependency Counselor (LCDC) |
| ***Clinical Mental Health Counseling: Child and Adolescent Counseling*** | HDCN 6343 Child Counseling: Play Therapy<br>HDCN 6323 Pre-Adol/Adolescent Counseling: Play Therapy<br>HDCN 6327 Family Play Therapy<br>HDCN 6325 Therapeutic Parenting<br>(HDCN 6343 is recommended before HDCN 6325) | Licensed Professional Counselor (LPC)<br>Registered Play Therapist (RPT)<br><br>Courses may provide education credit toward RPT certification |
| ***Clinical Mental Health Counseling: Expressive Arts Therapies*** | HDCN 6344 Expressive Arts Therapy: Creative and Therapeutic Processes<br>HDCN 6347 Mindfulness-based Expressive Art Therapy<br>HDCN 6348 Embodied Expressive Art Therapies | Licensed Professional Counselor (LPC)<br>Registered Expressive Arts Therapist (REAT) |
| ***Clinical Mental Health Counseling: LGBTQ+ Affirmative Therapy*** | HDCN 6355 Affirmative Therapy with LGBTQ+ Individuals: Advocacy Across the Lifespan<br>HDCN 6356 Affirmative Therapy with Transgender and Gender Non-Conforming Clients<br>HDCN 6357 Affirmative Therapy with LGBTQ+ Couples and Families | Licensed Professional Counselor (LPC) |
| ***Marriage, Couple, & Family Counseling*** | HDCN 6316 Family Therapy I: Intergenerational Theories and Treatment<br>HDCN 6317 Family Therapy II: Contemporary Theories and Treatment<br>HDCN 6311 Couples Therapy: Theories and Treatment<br>HDCN 6314 Sexual Counseling/Therapy or<br>HDCN 6326 Advanced Sexuality | Licensed Professional Counselor (LPC)<br>Licensed Marriage and Family Therapist (LMFT) |
| ***School Counseling*** | HDCN 6308/6309 Counseling in the Elementary/Secondary School (select one)<br>HDCN 6342 Cognitive, Career, and Educational Assessment | Licensed Professional Counselor (LPC)<br>School Counselor Certification (Texas) |



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## COURSES OF INDEPENDENT STUDY

When faculty availability and research projects permit, students may submit to the Program Director a formal request to complete up to two non-core courses (six credit hours) as independent study. Only submissions outlining a specific study plan, formal assessments, and guided research/instruction with a designated/agreed instructor will be considered. Students must submit their written request to the Program Director with the signature of their supervising instructor at least one full term in advance of the requested start date.

## TRANSFER HOURS

Accepted students may transfer up to six credit hours of graduate course work into the Counseling Program with formal approval. Courses transferred into the SMU Counseling Program may be transferred in for elective credit only, even if they were taken as core courses originally. Only courses with grades of A or B may be transferred, and all are subject to the approval of the academic department. For consideration, students will supply a written request and official syllabus/syllabi to the Counseling office for course content comparison. Additionally, the Program Director will evaluate sufficiency of course content in relationship to CACREP standards based on submitted transcripts. The Program Director will make a recommendation to the Dean of the School of Education and Human Development for final approval. If transfer hours are denied, the Counseling office will notify students. Students cannot submit hours earned toward a previously completed degree for transfer consideration.

Note: Course hours completed at other universities and approved for credit toward the SMU Master of Science in Counseling degree may or may not fulfill various licensure requirements (by state). It is the responsibility of the student to confirm course applicability toward a specific license.

## NON-DEGREE SEEKING STUDENTS

Non-degree seeking students can apply to take elective specialty courses and core courses with the exception of clinical courses (i.e., Individual Methods/Basic Counseling Skills, Group Counseling, and Advanced/Pre-Practicum, Practicum I & II and Internship I & II). Students who wish to complete clinical courses must formally apply to the Counseling Program.

Non-degree seeking students who hold a master's degree in counseling or a related mental health degree must provide transcripts from all colleges and universities attended, have a minimum of 3.0 GPA in their graduate coursework, complete the application for enrollment, sign an informed consent and confidentiality agreement, and pay an application fee.

Non-degree seeking students who have completed bachelor's degrees and who are currently enrolled in a graduate counseling program or related mental health field at another college or university may also be permitted to apply. However, in addition to the aforementioned requirements, they must also include a letter



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from their academic department on official letterhead stating they are in good academic and professional standing within the program and are authorized to take the course(s).

Non-degree seeking students must apply online and submit all required documents three weeks in advance of registration for each term. Non-degree seeking students must also provide proof of liability insurance coverage, complete a background check, and complete the Protection of Minors training prior to enrollment.

## SMU COUNSELING PROGRAM GRADUATES RETURNING AS NON-DEGREE SEEKING STUDENTS

Returning SMU Counseling Program graduates may take coursework toward the completion of certification or state licensure requirements. This allows SMU Counseling Program graduates to complete coursework toward an additional license or certification. Returning graduates are responsible for investigating any time limitations on course completion for the license or certification of interest. Students with non-degree seeking status do not qualify for federal financial aid.

## NON-CLINICAL DEGREE NOT AVAILABLE

There is not an option for a non-clinical degree in our M.S. in Counseling program. Faculty acknowledges that, in rare instances, some students may not successfully complete program requirements despite intensive remediation, mentoring, and additional time and support. These circumstances may result from academic struggles, personal life situations, absence of a career fit, clinical difficulties, or other factors. In such cases, faculty hopes that the coursework and experience, like all education, provides valuable learning and insight for future goals. Students may also consider applying to and transferring completed credits to the SMU Master of Liberal Studies degree with the Graduate Liberal Studies department.



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## CLINICAL MENTAL HEALTH COUNSELING SPECIALTY: ELECTIVE OPTION

**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The Clinical Mental Health Counseling Specialty: Elective Option is comprised of the standard core curriculum and clinical training sequence for the M.S. in Counseling degree, which is taken by all students. Beyond the standard curriculum, students are permitted any combination of three elective courses. This program of study prepares students to seek licensure as Licensed Professional Counselors (LPC) in the State of Texas. Students who wish to pursue other/additional professional licensures or credentials are encouraged to explore some of the Program's other specialty areas: Marriage, Couple, and Family Counseling; School Counseling; or the Clinical Mental Health Specialty with elective concentrations in Child and Adolescent Counseling, Addiction Counseling, LGBTQ+ Affirmative Therapy, or Expressive Arts Therapies.

| **PRE-CLINICAL CORE REQUIREMENTS**<br>**Required before entry into Practicum** | **CREDIT HOURS** |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |



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| | |
|---|---|
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |
| **OPEN ELECTIVES (3 COURSES = 9 CREDIT HOURS)**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **Open elective** (may take concurrently with Clinical Sequence to satisfy enrollment requirements) | 3 |
| **Open elective** (may take concurrently with Clinical Sequence to satisfy enrollment requirements) | 3 |
| **Open elective** (may take concurrently with Clinical Sequence to satisfy enrollment requirements) | 3 |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***Students must complete a <u>minimum</u> of 36 credit hours of the required core classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |



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**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The Addiction Counseling Elective Concentration fulfills the academic requirements for licensure as a Licensed Professional Counselor (LPC) as well as the Licensed Chemical Dependency Counselor (LCDC) credential and prepares counselors to work with populations affected by substance abuse. This specialty is for students whose interests and careers go beyond the scope of the Psychology of Addictions course, which is required for all students.

| PRE-CLINICAL CORE REQUIREMENTS<br>Required before entry into Practicum | CREDIT HOURS |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:<br>May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |



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| REQUIRED COURSEWORK FOR ADDICTION ELECTIVE CONCENTRATION (2 COURSES = 6 CREDIT HOURS)<br>May be taken concurrently with Practicum, Internship I, or Internship II* | |
|---|---|
| **HDCN 6351 Psychopharmacology and Substance Misuse** | 3 |
| **HDCN 6353 Treatment Management** | 3 |
| **ADDITIONAL ELECTIVE (1 COURSE = 3 CREDIT HOURS)** | |
| **Open elective** (may take concurrently with Clinical Sequence to satisfy enrollment requirements) | 3 |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***Students must complete a minimum of 36 credit hours of the required core classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |

## LCDC LICENSURE PROCESS:

It is strongly advised that students visit/contact http://www.dshs.state.tx.us/lcdc/lcdc_exam.shtm for specific licensure guidelines. In general, according to the current LCDC guidelines, a student interested in becoming LCDC first needs to apply as an LCDC-intern (this can occur while in the Master's program). After the LCDC-intern status is granted, a state licensure examination must be passed. After passing the exam, the 4,000 clinical hours can be waived upon the completion of a Master's in Counseling (i.e., submission of the final transcript). If a student would like to become fully licensed as an LCDC while in program, the 4,000 clinical hours will need to be completed in a Certified Training Institute (CTI). For more information, please contact Addictions Specialization Coordinator, Dr. Misty Solt at msolt@smu.edu.



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## CLINICAL MENTAL HEALTH SPECIALTY: CHILD & ADOLESCENT COUNSELING ELECTIVE CONCENTRATION

**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The Child and Adolescent Counseling Elective Concentration prepares students who intend to focus their work on children and adolescents, through modalities such as play and activity therapy. This program of study prepares all students to seek licensure as a Licensed Professional Counselor (LPC) in the State of Texas. The Child and Adolescent electives may be applied toward the academic requirements for the Registered Play Therapist credential (RPT).

| **PRE-CLINICAL CORE REQUIREMENTS**<br>**Required before entry into Practicum** | **CREDIT HOURS** |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |



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| COURSEWORK FOR CHILD & ADOLESCENT COUNSELING ELECTIVE CONCENTRATION<br>(9 Credit Hours- 3 of the courses listed below)<br>May be taken concurrently with Practicum, Internship I, or Internship II | |
|---|---|
| **HDCN 6343 Child Counseling: Play Therapy** | All courses 3 credit hours; Take 9 credit hours |
| **HDCN 6323 Pre-Adolescent/Adolescent Counseling: Play Therapy** | |
| **HDCN 6325 Child/Adolescent Parent Relationship Development Using Play Therapy Techniques** | |
| **HDCN 6327 Family Play Therapy** | |
| These courses may in part, meet the educational requirement for the RPT certification. Students should be aware that HDCN 6343 is required to be eligible to conduct play therapy or working with young children (age 8 yrs or younger) in Practicum. | |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***Students must complete a <u>minimum</u> of 36 credit hours of the required core classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |



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## CLINICAL MENTAL HEALTH SPECIALTY: LGBTQ+ AFFIRMATIVE THERAPY ELECTIVE CONCENTRATION

**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The LGBTQ+ Affirmative Therapy Elective Concentration trains student wishing to work with the LGBTQ+ population. This program of study prepares all students to seek licensure as a Licensed Professional Counselor (LPC) in the State of Texas.

| PRE-CLINICAL CORE REQUIREMENTS<br>Required before entry into Practicum | CREDIT HOURS |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |
| **COURSEWORK FOR LGBTQ+ AFFIRMATIVE THERAPY ELECTIVE CONCENTRATION (3 COURSES = 9 CREDIT HOURS)**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6355 Affirmative Therapy with LGBTQ+ Individuals: Advocacy Across the Life Span** | 3 |



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| | |
|---|---|
| **HDCN 6356 Affirmative Therapy with Transgender and Gender Non-Conforming Clients** | 3 |
| **HDCN 6357 Affirmative Therapy with LGBTQ+ Couples and Families** | 3 |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***Students must complete a <u>minimum</u> of 36 credit hours of the required core classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |



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## CLINICAL MENTAL HEALTH SPECIALTY: EXPRESSIVE ARTS THERAPIES ELECTIVE CONCENTRATION

**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The Expressive Arts Therapies Elective Concentration trains students to use expressive, experiential methods in counseling, such as visual arts, music, dance/movement, and mindfulness techniques. This program of study prepares all students to seek licensure as a Licensed Professional Counselor (LPC) in the State of Texas. Courses in this specialty may be applied toward the academic requirements for the Registered Expressive Arts Therapist designation.

| **PRE-CLINICAL CORE REQUIREMENTS**<br>**Required before entry into Practicum** | **CREDIT HOURS** |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |
| **EXPRESSIVE ARTS THERAPIES ELECTIVE CONCENTRATION COURSEWORK**<br>**(3 COURSES = 9 CREDIT HOURS)**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |



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| | |
|---|---|
| **HDCN 6344 Expressive Arts Therapy: Creative And Therapeutic Processes** | 3 |
| **HDCN 6347 Mindfulness-based Expressive Art Therapy** | 3 |
| **HDCN 6348 Embodied Expressive Art Therapies** | 3 |
| The Registered Expressive Arts Therapist credential requires documentation of use of expressive arts in clinical work, and some supervision conducted by a REAT or Registered Art Therapist. | |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***Students must complete a <u>minimum</u> of 36 credit hours of the required core classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |



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**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The Marriage, Couple, and Family Counseling Specialty fulfills the academic requirements for licensure as a Licensed Professional Counselor (LPC) as well as Licensed Marriage and Family Therapist (LMFT) licensure in the state of Texas. Counselors who choose this Specialty are qualified to work with individuals, couples, and families from a systemic orientation.

| PRE-CLINICAL CORE REQUIREMENTS<br>Required before entry into Practicum | CREDIT HOURS |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **MINIMUM CREDIT HOURS REQUIRED BEFORE ENTRY INTO CLINICAL SEQUENCE** | **36** |
| **ADDITIONAL CORE REQUIREMENTS:<br>May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |
| **REQUIRED SPECIALTY COURSEWORK AND FOR LMFT LICENSURE (3 COURSES = 9 CREDIT HOURS)** | |



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| Choose 3 of the following in addition to the HDCN 6316 Family Therapy I course required for all students<br>May be taken concurrently with Practicum, Internship I, or Internship II | |
|---|---|
| **HDCN 6317: Family Therapy II: Contemporary Theories and Treatment** | 3 |
| **HDCN 6311: Couples Therapy: Theories and Treatment** | 3 |
| **HDCN 6314: Sexual Counseling/Therapy; or HDCN 6326 Advanced Sexuality** | 3 |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***Students must complete a <u>minimum</u> of 36 credit hours of the required core classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |



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**(63 Credit Hours; Core Courses Fulfill Texas LPC Academic Requirements)**

The School Counseling Specialty prepares students to pursue certification as elementary or secondary School Counselors. Students considering this specialty must have teaching experience prior to starting the program. The School Counseling Specialty also fulfills the academic requirements for licensure as a Licensed Professional Counselor (LPC).

| PRE-CLINICAL CORE REQUIREMENTS<br>Required before entry into Practicum | CREDIT HOURS |
|---|---|
| **HDCN 6320: Life Span Human Development: Individual and Family** (take in first semester of enrollment) | 3 |
| **HDCN 6302: Basic Clinical Methods for Individuals, Couples, and Families** (take in first semester of enrollment) | 3 |
| **HDCN 6301: Counseling Theories: Individual and Systemic Perspectives** (Take as close to the beginning of program as possible) | 3 |
| **HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment** | 3 |
| **HDCN 6304: Counseling Diverse Communities** | 3 |
| **HDCN 6303: Counseling Methods: Group** | 3 |
| **HDCN 6330: Psychopathology: Adult** | 3 |
| **HDCN 6349: Research Design and Statistics** (prerequisite for 6340 Assessment; Students are recommended to take 6349 in their first year of enrollment) | 3 |
| **HDCN 6340: Assessment** | 3 |
| **HDCN 6318 Ethics I and Professional Orientation** (pre-requisite for 6319 Ethics II) | 3 |
| **HDCN 6319 Ethics II and Mental Health** (take as close to Practicum as possible) | 3 |
| **HDCN 6305: Advanced Clinical Methods for Individuals, Couples, and Families** (Pre-Practicum; Take as close to Practicum as possible) | 3 |
| **REQUIRED SCHOOL COUNSELING SPECIALTY COURSEWORK (2 COURSES = 6 CREDIT HOURS)**<br>**May NOT be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6308/6309 Counseling in the Elementary/Secondary School** (select one) | 3 |
| **HDCN 6342 Cognitive, Career, and Educational Assessment** | 3 |
| **TOTAL CORE CREDIT HOURS** | **45** |
| **ADDITIONAL CORE REQUIREMENTS:**<br>**May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **HDCN 6331: Psychopathology: Child/Adolescent** | 3 |
| **HDCN 6321: Lifestyle & Career Development** | 3 |
| **HDCN 6352: Psychology of Addictions** | 3 |



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| | |
|---|---|
| ***Note that School Counseling Specialty students MUST complete the specialty courses listed above and the pre-clinical core, with a minimum of 42 credit hours completed prior to beginning the clinical sequence.*** | |
| *After completing HDCN 6308/09, candidates for School Counselor certification will schedule a practice exam with the designated faculty advisor for school counseling and score a minimum of 85% to be approved to register for the TEXes certification exam. There is no fee for the practice exam. Allow two hours for completion.* | |
| **OPEN ELECTIVE (1 COURSE = 3 CREDIT HOURS)<br>May be taken concurrently with Practicum, Internship I, or Internship II** | |
| **Open elective** | 3 |
| **CLINICAL SEQUENCE: PRACTICUM, INTERNSHIP I & INTERNSHIP II (3 COURSES = 9 CREDIT HOURS)** | |
| ***School Counseling Specialty students must complete a <u>minimum</u> of 42 credit hours of the required core and specialty classes listed above before starting the Clinical Sequence***. In addition, students must pass the MOCCe Exam and complete other requirements prior to the start of Practicum. Please refer to the Counseling Program Student Handbook for additional details. | |
| **HDCN 6395: Supervised Clinical Practicum** | 3 |
| **HDCN 6398: Internship I** | 3 |
| **HDCN 6399: Internship II** | 3 |
| **TOTAL CREDIT HOURS** | **63** |

**NOTE:** *School Counselor certification in the state of Texas requires two years of teaching in an accredited private or public school. Students provide documentation for approval of teaching years to the Director of the Counseling Program.*
*The university must recommend the student at TWO points.*

1. *To register for the TEXES exam after they have made 85% on the practice test*

*AND*

2. *For FINAL approval for SC certification when the student has finished all requirements (conferral, passing TEXES exam, internship requirements, two years teaching experience, online payment to TEA/SBOE, etc.). TEXES exam results are NOT sent to SMU's Masters in Counseling program, so the student must notify the faculty contact when final recommendation for counselor certification is needed.*



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## DEGREE PLANNING AND COURSE SEQUENCE

In order to build essential concepts for counseling, students must complete certain courses in a specific order and other courses in a recommended sequence.

*Note: For those students admitted without a behavioral science background, HDCN 6339 - Behavioral Science must be taken before Research Design and Statistics. Students having a psychology background should follow the recommendations listed below.*

*Required first term courses*:
HDCN 6320 Life Span Human Development
HDCN 6320 Basic Clinical Methods for Individuals, Couples, and Families

*Strongly recommended second and/or third term courses:*
HDCN 6301 Counseling Theories: Individual and Systemic Perspectives
HDCN 6349: Research Design and Statistics
HDCN 6303: Counseling Methods: Group

*If a student is completing one course per term, HDCN 6320 Life Span Human Development is required for the student's first term, followed by HDCN 6320 Basic Clinical Methods for Individuals, Couples, and Families the following term.

Some courses have prerequisite courses, and certain classes are designated to be taken before or with Practicum and Internships I/II, students are urged to consult their advisor – **early and often**. A full list of classes to pair with Practicum and Internships I/II can be found in this handbook.

*Recommended to be paired with HDCN 6305 Advanced Clinical Methods and as close to practicum as possible:*
HDCN 6319: Ethics and Mental Health II



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## Combining Additional Coursework with Practicum & Internship

***(Also see Examples below this table)****

Students should plan ahead regarding the possible need to take additional credit hours concurrent with Practicum and/or Internship. Students who rely on financial aid (which requires a minimum of 6 credit hours/semester) or who need to maintain full-time enrollment (minimum of 9 credit hours/semester) should plan to take electives and/or additional core requirement courses (listed above) concurrent with the Clinical Sequence. Depending on the course load a student intends to take during the Clinical Sequence, students must complete between 36 (minimum) to 54 hours prior to entry into Practicum. Courses taken concurrently with the Clinical Sequence may include electives and/or the following three required courses: Child Psychopathology, Lifestyle & Career, and Psychology of Addictions. ***All students must complete the 36 credit-hour pre-clinical required coursework prior to entry into the Clinical Sequence*.**

**Students should also be aware of certain electives that may qualify them to work with populations of interest during Practicum (e.g., child/play/activity) and take those electives *prior to entry* into Practicum. All students who have taken the Family Therapy I course or the Family Therapy requirement prior to 2018 will be eligible to work with couples and families in Practicum. Also see *"Pre-Practicum Elective Considerations"* below.

## *EXAMPLES: COMBINING ACADEMIC COURSES WITH THE CLINICAL SEQUENCE

All students must complete a ***minimum of 36 credit hours (required pre-clinical core coursework)*** prior to beginning the clinical sequence. Most students should plan on completing ***more*** than the 36 core credit hours prior to the clinical sequence, as shown in the examples below:

**Example 1:** Students ***may*** begin the clinical sequence with the minimum of **36 credit hours*** ONLY if they plan to be enrolled ***full-time*** during the clinical sequence (9 credit hours per semester) (This typically only applies to international students who must maintain full-time enrollment as a visa requirement):

- Practicum + two more courses
- Internship I + two more courses
- Internship II + two more courses

**Example 2:** Students should complete **45 credit hours*** prior to beginning g the clinical sequence if they plan to be enrolled part-time (6 credit hours per semester) during the clinical sequence (This typically only applies to students who must be enrolled in at least 6 hours in order to qualify for financial aid):

- Practicum + one additional course
- Internship I + one additional course
- Internship II + one additional course

**Example 3:** Students who ***only*** enroll in their clinical sequence courses (3 credit hours per semester) should complete **54 credit hours** (all core and electives) prior to the beginning of the clinical sequence (This option is ideal for students who do not need to meet minimum financial aid requirements during the



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Clinical Sequence and who want to enroll in 21-24 credit hours each full calendar year prior to starting the Clinical Sequence in the third year of study):

- Practicum only
- Internship I only
- Internship II only

***** Note that students are not guaranteed enrollment in the specific courses needed during the clinical sequence. Students can increase their chances of optimal enrollment with advanced planning, early registration, and maximum flexibility to take courses when they are offered.

***Note that students enrolling in only 3 credit hours per semester will not qualify for financial aid.***

Students may pair a course with Practicum and/or Internship classes yet still be required to complete that course's content in full before working with certain populations of clients. For example, before you are permitted to work with children in supervised training, a student must take a minimum of one child-focused counseling class such as HDCN 6343 Child Counseling: Play Therapy for dealing with children 2-8 years of age, or HDCN 6323 Pre-Adolescent/Adolescent Counseling: Play Therapy for clients older than 9 years. The same is true before working with individuals with addictions, groups, or working with families. Additional details follow:

| ****PRE-PRACTICUM ELECTIVE CONSIDERATIONS:** | |
|---|---|
| **Please Note:** Courses designated as "required" must be completed in full before students will be permitted to work with the corresponding populations during practicum. Courses designated as "also acceptable" may be *substituted* for the stated required course. Courses designated as "recommended" are suggested *in addition to* the stated required course. | |
| **POPULATION** | **COURSES** |
| **Children ages 2 – 6** (indiv. play) | **Required:** HDCN 6343 – Child Counseling: Play Therapy |
| **Children ages 7 – 9** (indiv. play) | **Required:** HDCN 6343 – Child Counseling: Play Therapy<br>**Recommended:** HDCN 6323 - Adolescent Counseling |
| **Pre-Adolescents ages 10 – 12** (indiv.) | **Required:** HDCN 6323 - Adolescent Counseling<br>**Also acceptable:** HDCN 6327 - Family Play Therapy |
| **Adolescents ages 13 – 17** (indiv./group) | **Required:** HDCN 6323 - Adolescent Counseling<br>**Also acceptable:** HDCN 6316 - Family Therapy I + HDCN 6344 Expressive Art: Therapeutic & Creative Processes |
| **Couples** | **Required:** HDCN 6316 - Family Therapy I<br>**Recommended:** HDCN 6311 - Couples Counseling |
| **Families with Children ages 2 - 7** | **Required:** HDCN 6316 - Family Therapy I + HDCN 6327 - Family Play Therapy<br>**Also acceptable:** HDCN 6316 Family Therapy I + HDCN 6343 – Child Counseling: Play Therapy |



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| | |
|---|---|
| **Families with Children ages 8 - 18** | **Required:** HDCN 6316 - Family Therapy I<br>**Recommended:** HDCN 6327 - Family Play Therapy or HDCN 6323 - Adolescent Counseling |
| **Group Parent Training and CPRT** | **Required:** HDCN 6316 - Family Therapy I + Parenting Training in the Clinic<br>**Also acceptable:** HDCN 6325 - Therapeutic Parenting |
| **One-to-One Parent Training** | **Required:** HDCN 6316 - Family Therapy I + Parenting Training in the Clinic<br>**Also acceptable:** HDCN 6325 - Therapeutic Parenting |

Depending on student availability and course offerings per term, students may not complete the 63-hour curriculum in the minimum suggested three-year period. Students who wish to complete the degree in three years are encouraged to maximize course enrollment during the first two years, prior to the Clinical Sequence. All efforts will be made with academic advisement to complete the degree requirements in a timely manner. Students are responsible for the accuracy of their degree plan and should monitor their progress based on course availability and Program requirements.

Finally, students must coordinate and monitor their course sequence/plan with their academic advisor if interested in adding concentrations within or in addition to their 63-hour degree program.

## ADVISING

Faculty advisors provide guidance to SMU Counseling graduate students throughout their academic program. All students must take responsibility to contact their advisor for an advising appointment. Students are encouraged to utilize their advisor as a resource for academic assistance and self-monitoring. Faculty advisors may help students address problems or concerns regarding their progress in the program, negotiate a student conflict, or any other program-related issue.

Additionally, all Counseling students are required to attend a Group Advising session. Group Advising is scheduled the week prior to the first week of each admitting term. If for any reason a student cannot attend the designated session, they must make up the session in the next available term. Students who do not attend required group advising within their first two terms may not be allowed to register and/or continue coursework without Program Director approval.

SMU Counseling Advisor Etiquette:

Expectations: Faculty Advisors are a supportive resource and schedule consultant for students but not term-by-term "schedulers." It is the student's responsibility to create a schedule of classes that works for him or her personally each term. It is recommended (and in some instances, required) for students to meet with their advisor to review their overall academic course and program performance.



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Making Appointments: Advising appointments get booked quickly and are usually scheduled two-three weeks in advance. Students should not email their advisor the week before registration and expect an immediate appointment. When scheduling, student should include the following in their email to their advisor: goals for the advising appointment, current specialty declaration, a phone number to be reached, time(s) on campus for current classes, and other available times you could come to campus.

What to Bring: Student handbook and a "rough draft" of the student's planned schedule.

### ADVISOR ASSIGNMENT AND PROGRESS ASSESSMENT

Admitted students are appointed a faculty advisor. Students initiate contact with their advisor for registration information and help with organizing course selections. Prior to completion of their first five courses (15 credit hours), students should meet with their academic advisor to discuss progress. Upon completing ten courses (30 credit hours), students are **required** to complete a formal *Progress Assessment* with their academic advisor.

Academic performance, integrity, and growth across courses comprise the *Progress Assessment*. Additionally, the student presents a plan and timetable for the completion of specialty study, including practicum and internship interests.

### CHANGING ADVISOR

Students are encouraged to remain with their assigned academic advisor throughout their program. Under rare circumstances, a student may want or need to change advisors. This request should be made in person to the Program Director and may or may not be permitted depending on the situation.

## COUNSELING EXPERIENCE

Counseling students participate in role-playing and various other mock-counseling exercises as part of the embedded curriculum within multiple courses. In addition, as a part of the Life Span Development course students are at minimum, required to engage in a developmental counseling experience simulation. Each Life Span student completes a Personal Growth Plan to be used as a basis for session discussions and personal and/or professional progress during the term, and should not deviate from this plan. In this experience students come to understand the experience of a client through participation in five-seven sessions or by seeking services from a mental health provider off campus. Additionally, students take part in self-evaluative processes designed to encourage discovery and growth. To maintain a safe and supportive learning environment, student discussions regarding sensitive course material must occur only in class or privately with other current class members. Respect and integrity for all individuals frame course endeavors, particularly regarding issues of a delicate and/or controversial nature. All Counseling students



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will demonstrate behavior consistent with the Ethical Standards forwarded by the listed bodies. Failure to do so may result in dismissal from the Counseling program.

- ACA: online at http://www.counseling.org/Resources/aca-code-of-ethics.pdf
- AAMFT: online at http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx
- TCA: online at http://www.txca.org/ethics.php (follows the Ethical Code forwarded by the ACA)
- Texas State Board of Examiners of Professional Counselors: http://www.dshs.state.tx.us/counselor/lpc_ethics.shtm
- Texas State Board of Examiners of Marriage & Family Therapists**:** http://www.dshs.state.tx.us/mft/mft_ethics.shtmx
- Texas State Board for Educator Certification: http://tea.texas.gov/index2.aspx?id=2147501244
- Texas Administrative Code: https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

## PRE-PRACTICUM PROCESS

*This information will be initially discussed in Group Advising and further questions about the process can be addressed with your academic advisor as needed.*

To qualify for practicum, students must demonstrate minimal clinical competency on their Clinical Progress Assessment (CPA) in Advanced Methods as defined by no score of 6, no more than 3 scores of 7, and minimum mastery score of 80%. Also, students must not have any unresolved competency questions as reported on any uncompleted or unsuccessfully completed Professional Development Plan pertinent to clinical performance (including both clinical skills and professional dispositions). Competencies at Basic & Advanced levels on CPA must be demonstrated.

The practicum class size is capped each term to ensure that students are able to meet their direct and indirect hour requirement. The Pre-Practicum application Process is to be used by all students who wish to be considered for enrollment in Practicum the following term. Students are required to pay strict attention to the process and assigned deadlines. Each step requires successful completion by the term's assigned deadlines for opportunity to enrollment in Practicum the following term.



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**Procedure Definitions**

Pre-Practicum: the term directly before Practicum enrollment.

Clinical Sequence: the terms ranging from the beginning of Practicum to the completion of Internship.

Pre-Practicum Process: the application process to be used by all students who wish to be considered for enrollment in Practicum the next term. Students are required to pay strict attention to this procedure and the included deadlines. Each step requires successful completion by the identified deadline for an opportunity at enrollment in Practicum the following term.

MOCCe ("Master of Core Competencies exam"): a timed 90-question multiple-choice exam that is based on core curriculum (Life Span Development, Psychopathology, Research Design and Statistics, Assessment, Counseling Diverse Communities, Ethics and Mental Health, Counseling Methods: Group, Counseling Theory and Career Counseling) that assesses a student's level of didactic readiness for practica. The MOCCe does not demonstrate clinical readiness for practica; thus, the Advanced Clinical Methods for Individuals, Couples, and Families course, which includes a passing grade on the CPA, in addition to the MOCCe, must be passed to enter practicum. All core curriculum should be completed prior to taking the MOCCe. Should all other pre-practicum requirements be met by the assigned deadlines, students who perform highest on the MOCCe will achieve the right to enroll in practicum as long as they receive a passing score of 55% or higher as well. There are typically 30 openings available in practicum per term. Students may study for the MOCCe by reviewing the learning objectives found in the syllabus core class curriculum, as well as reviewing study guides for the NCE. Students are provided 155 minutes to take the test, which follows the same ratio of questions and time offered for the NCE.

PPM: Policy and Procedure Manual for the Dallas clinic.

PPe: a multiple-choice exam based on the "SMU Center for Family Counseling Policy and Procedure Manual" and the "Clinical Experience Handbook," both are available to students in the Practicum Canvas Course.

**Disclaimer:** Speed and accuracy in the Pre-Practicum process are key elements to earning one of the limited openings available in Practicum enrollment. NO reminders about deadlines for the Pre-Practicum process should be expected. If a deadline is missed or a timeframe is not adhered to, consequences will occur and may result in the postponement of enrollment in Practicum.

**A general outline of the pre-practicum process is presented here for informational purposes only. Term specific processes, that may include changes to the procedure, will be provided to qualified students at the point of pre-practicum application.**



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WEEK 1:

- The Program Specialist will email all qualified students notifying them that they must complete the current pre-practicum procedure if they wish to be considered for enrollment in Practicum the following term. An Informed Consent Form will be included with this notification.

WEEK 2:

- Attend the ***mandatory*** informational pre-practicum meeting.

- The Program Specialist will email all eligible students the Pre-Practicum application procedure and an Informed Consent regarding the Pre-Practicum application process.

- All students who wish to be considered for enrollment in Practicum the following term will be required to contact the Program Specialist via email with their intention to participate in the Pre-Practicum process, as well as return a signed and initialed copy of the Informed Consent in the respective email. This step will serve as application for the Pre-Practicum process.

WEEK 3:

- The Program Specialist will notify the Administrative Clinical Team of the roster of students who have applied to the Pre-Practicum Process.

- The Clinic Coordinator will add all practicum applicants to the Pre-Practicum Canvas course to provide them access to materials to complete the remaining Pre-Practicum requirements. All practicum applicants shall use the invitation to be included in the Pre-Practicum Canvas course as their notification that they are included in the Pre-Practicum application process.

WEEK 3-6:

- Liability Insurance must be current and not be at risk of expiration prior or during the Clinical Sequence. This is the same as previously required in the program; re-enrollment is only required if previous insurance has expired. Proof of insurance must be provided to the Program Specialist **as well as** through an upload of documentation in Canvas whether it is current coverage or re-enrollment. It may be submitted **as early as this 3rd week of the term but no later than the end of the 5th week of the term.**

- Students will be required to email the Program Specialist a current copy of their certificate of completion of the 'Protection of Minors' training **as well as** upload a copy to the Pre-Practicum Canvas. Access to this training is provided through the Program Specialist and is the same training required when beginning the program. The training is valid for 2 years, re-certification is only required if previous certificate has expired or will expire during the Clinical Sequence. Please note:



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The ***Recognizing and Reporting Child Abuse – Texas Edition – Updated 2018*** must be completed, the "SJC Full Course" will not suffice. The training may be taken **as early as this 3rd week of the term but no later than the end of the 5th week of the term**, and the certificate of completion must be uploaded to the Pre-Practicum Canvas course as quickly as possible during that time period. Any student whose certificate of completion is not received in Canvas by **5pm on the 5th Friday of the term,** will not be enrolled in Practicum and must wait for the next term in which Practicum is offered.

- Students must complete, at their own expense, an online criminal history background check through the Program's designated vendor prior to beginning Practicum/Internship (Clinical Sequence). Information on completing the online background check is found in the Pre-Practicum Canvas course. Students can initiate the process of ordering their online background check as soon as they are added to the Pre-Practicum Canvas course, but it must be completed and submitted no later than **5pm on the fifth Friday of the term**. Please note: It can take 7-10 days for a completed background check to be processed and returned to the Counseling department. It is essential that students complete the criminal background check within this time frame to avoid a delay in their training sequence and allow the Family Counseling Center planning time to schedule clients based on the actual number of incoming students. Any student whose completed and clear background check is not received by the Program Specialist **by 5pm on the 6th Friday of the term,** will not be enrolled in Practicum and must wait for the next term in which Practicum is offered. (A new background check will have to be completed for that term.)

- Students with items of concern indicated on their criminal history background check are required to meet with the Program Director to review their history. Depending on the concern, students may want to seek licensing board review to confirm whether they would be eligible for licensure post-graduation. Additionally, a criminal history item of concern that would prohibit students from enrolling in the applied training curriculum would also preclude their degree completion.

- Any admitted student (regardless of enrolled status) must notify the Program Director in writing within 48 hours if any of the following events occur:

    - Any arrest of the student, not including a Class C misdemeanor traffic offense

    - Any criminal case filed against the student

    - Any criminal conviction, not including a Class C misdemeanor traffic offense

    - Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)



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- Failure to notify the Program Director of any situation described above, within the 48-hour time period, may result in disciplinary action by the Counseling Program, which may include removal from the Program.

- The Clinic Coordinator will email students the options to take the on-campus proctored MOCCe. Students must register for one of the available timeslots **no later than the 4th Monday of the term,** in order to be eligible to take the exam this term.

- The remaining time **prior to the 6th week of the term** for the MOCCe open period should be used for studying core curriculum.



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## WEEK 6:

- During the set on-campus proctored exam times, students will be required to bring their personal technology device, to individually complete the MOCCe during the 6th week of the term. Students who fail to take the exam in their registered proctor exam timeframe will not be permitted to enter practicum the following term.

  The Clinic Coordinator, Clinic Director, and Internship Director, as well as the student, will receive their MOCCe score upon completion.

- The students who achieve the highest scores and complete the above steps appropriately will be registered in the Practicum course by the Program Specialist.

    - Students who fall outside of the top scores but pass the MOCCe and complete the above steps appropriately will remain on the waitlist should a practicum position become available.

    - Students who fall outside of the top scores for the term, but pass the MOCCe and complete the above steps appropriately, will be eligible to begin the Pre-Practicum Process for the following term with priority standing above new applicants who are eligible to begin the process for the following term. The MOCCe will not need to be retaken if it is passed the first attempt.

    - Students who fall outside of the top scores and do not pass the MOCCe must restart the Pre-Practicum Process for the following term with no priority standing above new applicants who are eligible to begin the process for the following; the MOCCe will need to be retaken if it is not passed the first round. Students may take the MOCCe exam three terms. If it is not passed by the third term, the student will be placed on a remediation plan with their Academic Advisor and the Program Chair.

- The Program Specialist will notify qualified students, via email, of their Practicum course enrollment.

- The remaining time prior to the 7th week of the term should be used for reading the PPM and watching supportive materials in the Pre-Practicum Canvas in order to pass the "Pre-Practicum exam" (PPe) with a grade of 90% or above.

## WEEK 7:



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- The top eligible students are permitted to take the "Pre-Practicum exam" (PPe). There are no limits to the number of times the PPe may be taken, but it must be passed with a grade of 90% or above prior to 5pm the 7th Friday of the term, to be eligible to retain Practicum enrollment. Completion of a passing grade of 90% or above on the PPe will be time stamped in Canvas and, in addition to the above specified requirements, reviewed by the Clinic Coordinator and Program Specialist.

- Eligible students who do not complete this step of the Pre-Practicum process will forfeit their Practicum enrollment position and will no longer be eligible to begin Practicum the next term; this spot will become available to the next highest MOCCe scoring applicant who has completed all other requirements of the Pre-Practicum process.

WEEK 8:

- The Clinic Coordinator will email these registered students the "Student Information and Availability Form." This form should be completed and returned, via email, to the Clinic Coordinator no later than 5pm the 8th Friday of the term. Changes to student schedules for the following term of Practicum may not be made after this time.

WEEK 9:

- The Clinic Coordinator will email all registered students their specific group and triadic supervision schedule.

WEEK 1 OF PRACTICUM:

- All students registered in Practicum will be required to attend a one-day training held in the Clinic Classroom.

- All students registered in Practicum will be required to attend weekly group supervision and peer activity/processing groups.

- All students registered in Practicum will be required to attend a weekly triadic supervision based upon the schedule provided by and set by the Clinic Coordinator.

## COUNSELING PRACTICUM AND INTERNSHIPS

All Counseling students enroll in one course of Practicum and two courses of Supervised Internship. Any required direct or indirect hours not completed in one term of Internship I/II carry over to the next term of the same course, with approval from the supervisor. Students are required to complete any term in full for which they begin hours of client contact (including carry over hours) and assist with the transition of clients to new student counselors if necessary.



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Students may begin Practicum with advisor approval upon completion of the 36 course credit hours. Students may choose to start Practicum later in their program; many students opt to complete all course work before beginning Practicum and Internships. Doing so ensures a student's increased qualification to service a wider array of client populations. Certain courses have been designated as prerequisites to servicing specific populations during practicum (See Degree Planning and Course Sequencing).

A minimum of three terms of active hour accumulation is required to complete all practica and internship requirements. There is a one-time tuition charge for each of the three clinical courses: Practicum, Internship I and Internship II. Students who have not completed all required counseling contact hours within one-year (3 terms) of beginning Practicum may be required to pay tuition for each additional term beginning with the fourth term. Students petitioning for an extension due to unavoidable circumstances may make a written request to the Program Director.

During all three courses, the assigned supervisor and/or the Practicum and Internship Directors evaluate student progress on a case-by-case basis in conjunction with faculty feedback. A supervisor may require a student to complete more direct hours of contact (above the designated 40 direct hour minimum required of practicum and the 240 direct hour minimum required of internship), or reduce a student's client load if the student is deemed skill deficient, requires additional mentoring, exhibits behavior of questionable professional integrity, or if the wellness of the student-in-training is of concern.

The clinical faculty and staff work to honor equitable dissemination of client cases to students for training purposes. Because of numerous factors beyond the control of faculty and staff such as inclement weather, client cancellations, student availability, and even student proficiency, student progress varies. In each term, student progress as a group may differ overall from previous and subsequent terms. Students are encouraged to monitor their own progress and understand other students will progress at their own pace.

Upon beginning practica and continuing through internships, counseling students will no longer follow the SMU academic schedule but will assume the professional daily/weekly/holiday model of the professional world. **While in practicum, students will follow the SMU Center for Family Counseling schedule and then the schedule of their chosen field site during internships for holidays and vacation.** ***IN ADDITION, STUDENTS ARE EXPECTED TO PROGRESS THROUGH COURSES 6395, 6398, AND 6399 SEQUENTIALLY, CONTINUOUSLY, AND WITHOUT INTERRUPTION, INCLUDING THROUGH THE SUMMER.***

**Note:** A student's internship site must be located in the DFW area.

**Note:** Be advised that students who wish to pursue School Counseling certification who are currently teachers in private schools will need to plan carefully, research information, and confirm availability of both **a supervisor** to serve as an onsite supervisor who is a certified school counselor **AND** the presence of a developmental guidance program when contracting a field site for Internship.



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### INTERNATIONAL STUDENT GUIDANCE

International students are responsible for understanding the requirements of their student visa status including whether or not they need to apply for Curricular Practical Training (CPT) prior to starting Internship. International students are encouraged to contact the International Student & Scholar Services (ISSS) Office to receive guidance on this process. In general, students who are required to apply for CPT must identify an internship site, have a letter of employment, and must complete the CPT application to include their advisor's signature. A CPT application must be completed for each term of Internship. Prompt attention to the all the requirements and advance planning will be necessary so as not to interrupt the clinical sequence.

### PRACTICUM AND INTERNSHIP COURSE PAIRINGS

*Core classes that may be completed concurrently with Practicum and Internship:*
HDCN 6321: Lifestyle & Career Development
HDCN 6331: Psychopathology: Child/Adolescent
HDCN 6352: Psychology of Addictions

Note, not all courses are offered every term in both day and evening formats. Students who have schedule restrictions may need to take extra courses (in addition to the designated 63 hours) to fulfill their financial aid requirements or may only be able to take one course during a specific term. For this reason, and based on individual circumstance, not all students will complete the Program within three calendar years. Additionally, student degree completion is based on skill level and supervisor/faculty recommendation.

## POLICIES AND PROCEDURES

### INSTRUCTIONAL POLICIES

### CHILDREN AND GUESTS IN CLASS

For the benefit of all students, no children are allowed to accompany Counseling students to class. Course content is geared for adult learners and may not be suitable for children. Additionally, students may not have unattended children in the building while in class.

The confidential nature of classroom instruction necessitates that adult guests not attend classroom instruction hours without advanced consent from the professor.

### CHILDCARE

Full-time childcare is available at SMU Preschool and Child Care Center, a small NAEYC accredited service for SMU students, faculty and staff. There is normally an 8- to 12-month waiting list, so get on the list early. Call 214-768-2278 for more information or visit www.smu.edu/StudentAffairs/Childcare. Many



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students have found alternative affordable childcare by shopping around. Call Child Care Answers at 214-631-CARE (2273) for additional information on childcare in the Metro area.

### AUDIO-VISUAL AND ELECTRONIC RECORDING IN CLASS

Audiovisual and electronic recording of classroom lecture is strictly prohibited without the written consent of the course professor.

Each professor will approve the appropriate classroom use of laptops and other designated technology resources. A violation of classroom technology expectations may result in the loss of earnable points, impact a student's overall grade, or possibly warrant failing the course and require a student to retake the class.

The Counseling program does not have a formal policy restricting internet or social media use by enrolled students. However, any student who engages in behavior that violates the safety or confidentiality of another student (or violates ethical guidelines) may be sanctioned by the Program, School, or larger University, including separation from the University.

### SOCIAL MEDIA GUIDELINES

In the helping profession, individuals are expected to exhibit a high degree of interpersonal effectiveness, emotional maturity, and good judgment. Because of the ease with which clients, prospective clients, colleagues, and current or prospective employers can access information from professional and personal information published on the web, professionals should take care to present themselves in the best possible light. It is expected that students will recognize the SMU Student Handbook's Code of Conduct application to the use of Social Media specifically section 2.09, "Students will, at all times and in all activities, respect the rights of others, maintain responsible behavior conducive to the teaching and learning environment, and uphold the integrity of the University both on and off campus." SMU's Department of Dispute Resolution and Counseling encourages civil discussion of issues pertinent to the program and related events. Inappropriate remarks on social media venues such as Facebook, Instagram, LinkedIn, Snap Chat and Twitter, etc., may result in disciplinary action.

## GENERAL POLICIES

The policies and procedures described herein serve as a quick-reference guide for Counseling Program graduate students and do not represent a complete list. All Counseling Program graduate students remain responsible for understanding and upholding the policies and procedures outlined, in full, within the Annette Caldwell Simmons School of Education and Human Development Graduate Student Graduate Programs Bulletin online at http://smu.edu/catalogs.



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## PAYMENT

Students are responsible for adhering to the payment schedules set by the University and published online at www.smu.edu/EnrollmentServices/Bursar/DueDates. Accordingly, students bear the responsibility for understanding and following the University's refund schedules for full length courses and seminars, as well as loan disbursal deadlines.

## FINANCIAL AID

Master of Science in Counseling students may qualify for Federal Financial Aid assistance (student loans). To apply for Federal Financial Aid, students complete (at no charge) the FAFSA form online at, www.fafsa.ed.gov/. The SMU Office of Financial Services recommends completing this form a minimum of three months prior to your expected start date. However, students may complete the form closer to registration and pay for courses out-of-pocket until the disbursal of funds. Qualifying students receive financial disbursements to their my.SMU account through SMU to pay for classes. Any extra funds are disbursed directly to students by check.

In order to qualify for Federal funds, students must enroll and remain in two courses per term (a minimum of six credit hours) for every term funds are requested (including Summer term). If students drop below the minimum required credit hours per term, they may jeopardize their financial award. Since summer term moves quickly (five - ten weeks), the program recommends that students utilize extra funds disbursed for other terms to cover summer tuition. In this case, students can take just one course in the five - ten weeks.

For more information, visit the Financial Aid link at:
http://www.smu.edu/EnrollmentServices/FinancialAid/

## REFUNDS

Students must adhere to the Academic Calendar for each term with regard to withdrawal and dropping policies. Students may obtain an academic calendar that includes a list of holidays, drop-dates, and refund rates. The Academic Calendar is posted online at https://www.smu.edu/-/media/Site/Simmons/DisputeCounseling/Counseling-PDF/Program-Calendar-2020-21.pdf or you may obtain a copy from the Counseling office. Students who utilize SMU employee tuition benefits do not receive funds to retake a previously withdrawn course.

## OFFICIAL NAME CHANGE

Should a student legally change his or her name, one of the following steps must be followed to update the SMU system.



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1. Bring social security card or the receipt provided by the SSN office in person to the Laura Lee Blanton Student Services Building.
2. Email a notarized copy of either document listed above to jeanp@smu.edu (primary contact). If she is out of the office, then email registrar@smu.edu or eneel@smu.edu.
3. Fax a notarized copy of either document listed above to (214) 768-2507.

Once a name change request has been made, notify the Counseling Program of the change.

## SMOKE FREE CAMPUS POLICY

Southern Methodist University is committed to providing students, faculty, staff and visitors with a smoke- and tobacco-free environment. Smoking and the use of all tobacco products, the use of smokeless tobacco products, and the use of unregulated nicotine products (e.g., "e-cigarettes") are prohibited anywhere on campus, which includes all interior buildings, outdoor areas, sidewalks, parking lots, and residential housing areas. Violations of this policy by students, faculty and staff may result in university disciplinary action. Campus visitors will be asked to comply with the policy or leave campus. A smoke/tobacco-free environment is an essential element to creating and maintaining a culture of health and safety at the university.

## PROFESSIONALISM AND COMMUNITY CONDUCT

Students of the Counseling program have made the decision to join an exceptional educational community. As members of this community, students have the responsibility to encourage their own personal and professional growth. This includes conducting themselves in a manner that contributes to the personal and professional growth of others and the development of the community. Expectations of conduct are provided to guide professional behavior. Students are expected to:

1. Respect the rights of others, maintain responsible behavior conducive to the teaching and learning environment, and uphold the integrity of the Annette Caldwell Simmons School of Education and Human Development (ACSSEHD) both on and off campus.

2. Report any activity of possible academic dishonesty, harassment, abuse, or other infraction by any ACSSEHD student, faculty, or staff member to the appropriate ACSSEHD official.

3. Conduct all activities by electronic media (laptops, desktop computers, cell phones, etc.) in a professional manner at all times by:

    - Never sending inappropriate content via e-mail.
    - Never surfing the Internet or engaging in instant messaging, or similar activities, during class time.
    - Never interrupting or disrupting your fellow classmates, the professor, or a guest speaker by



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inappropriate use of your laptop computer.
- Always turning off cell phones and pagers during class time and other ACSSEHD events and activities.

4. Reach out and communicate in an open and respectful manner at all times with all members of the ACSSEHD community. Diversity is applauded, and differences embraced at ACSSEHD. Harassment of any nature is not tolerated.

5. Attend Counseling program sponsored events. Regularly attending events hosted by the Counseling Program promotes dialogue, enhances the Counseling Program's educational experience, and builds a professional network. Speaker series, guest lectures, club events, seminars, and other events should be a priority within the Counseling Program's educational experience.

6. Accept leadership roles within the Counseling Program. Leadership comes in all forms including, but not limited to, club activities, orientation and various other academic venues.

7. Participate in class discussions and fully prepare for all class assignments and meetings. Involvement is critical to the overall success of the Counseling Program's education.

8. Dress appropriately at all Counseling program events, including dressing appropriately for class, (i.e., business casual) to create the best impression with speakers, clients and guests.

9. Conduct themselves in a professional manner at all times by:

    a. Writing thank you notes to guest speakers, mock interviewers, etc.
    b. RSVP'ing to events and showing up.
    c. Keeping commitments and accepting accountability for our actions.
    d. Treating faculty and staff respectfully and appropriately.
    e. Arriving to class and events a few minutes early.

And finally, we are part of the solution. If there is an issue of concern, please bring the issue and the potential solutions to the appropriate person or group. Fostering a strong community is an integral part of the educational experience. Faithful adherence to basic ethical norms such as truth, honesty, and integrity, and the highest standards of personal behavior are vital to a successful educational experience.

## ETHICAL/LEGAL AWARENESS

### STATEMENT OF LIABILITY AWARENESS

Students will adhere to and uphold all relevant and applicable ethical codes, statutes, federal and/or state law governing mental health, Texas Family Code, occupational codes, health and safety, or privacy acts



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including the American Counseling Association (ACA), American Association of Marriage and Family Therapists (AAMFT), and the Texas Educator Code of Ethics, RULE §247.2. In the event of a conflict, students will adhere to the highest standard endorsed by any code or statute.

Refer to the Counseling Experience section of this handbook for a list of websites where the ethical standards for each organization can be reviewed.

## INSURANCE REQUIREMENT

Liability Insurance is a professional expectation. Every student admitted and enrolled in SMU's Masters in Counseling program must carry student liability insurance (also called Professional Liability Insurance) with minimum $1,000,000 incident/$3,000,000 aggregate covering on- and off-campus training. Students bear responsibility for securing, paying for, and maintaining liability coverage throughout the degree program. Southern Methodist University, the Counseling program, and the State of Texas do NOT provide legal protection to students-in-training.

Students are to provide the Counseling office with documentation indicating proof of coverage, including dates of coverage, within the first term to be retained in their academic file. Enrollment in future terms is blocked for students who have not provided proof that they have current Professional Liability Insurance. Additionally, students must present proof of coverage to every instructor/course in which counseling practice occurs and keep this coverage current. It is the student's responsibility to provide the Counseling office and appropriate instructors with proof that the coverage has been renewed each year.

Students who let their professional liability insurance expire may attend class, but **may not participate** in any activity where they role play, provide direct services to clients, engage in discussion with pairs or threesomes, etc. in classroom activities, mini practicums, group process in class, leading groups, etc. At the discretion of the instructor, restricted participation status my impact a student's class participation grade and remediation.

## NON-DISCRIMINATORY STATEMENT

Southern Methodist University will not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of gender and affectional orientation.

The above represents the officially drafted statement of nondiscrimination for Southern Methodist University. For more information, students may contact the Office of Institutional Access and Equity at 214-768-3601 or online at http://smu.edu/aao/.

Right to know and other legal disclosures found online at http://www.smu.edu/ola.



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## DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can request and initiate accommodations online at https://www.smu.edu/Provost/SASP/DASS/DisabilityAccommodations. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the electronic portal DASS LINK and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Updates regarding using DASS Link to schedule proctored tests will be coming soon. We hope it will streamline our testing procedures, but instructors are still expected to attempt to proctor as many of their students as possible, and only refer students to test at DASS when they're not able to provide the accommodation.

## ENDORSEMENT POLICY

Students should make application for employment or internships related to the specialty, and if applicable concentration, of study that reflects their proficiency. The Counseling Program's faculty and staff endorse students verbally, orally, or in writing only to the extent that the student proves prepared and trained. Verification of course performance, academic standing, supervisor feedback, and graduation date will be checked thoroughly prior to endorsement.

## PROTECTION OF MINORS

Each year, many children come to SMU for camps, classes and sporting events. Students share the responsibility to ensure their protection and to prevent child abuse. It is also Texas state law—Senate Bill 1414.

Prior to any program-required contact with minors or clinical public service, students are required to complete an online training to ensure students are cognizant of their ethical and legal obligations. The online training course will require approximately one hour to complete and is valid for **two years**.

Students will receive an electronic invitation to complete the training. It is the students' responsibility to provide a current copy of the completion certificate of Protection of Minors training to the Counseling program's Administrative Assistant and/or Program Specialist. Students are recommended to save an electronic copy of their completion certificate to access when needed.

## MANDATORY TITLE IX REPORTING BY UNIVERSITY EMPLOYEES

**If you need help**: **Anyone in our community who experiences sexual misconduct is urged to seek help as soon as possible.** SMU resources include SMU Police, the SMU Title IX Coordinator and Deputy



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Coordinators, the Office of Violence Prevention and Support Services, confidential counselors at SMU Counseling Services and confidential pastoral support at the SMU Chaplain's office. They will provide support and information about campus and community resources, including options to pursue criminal charges and SMU's internal grievance process. More information about resources for students and faculty and staff, including the Employee Assistance Program, is online and in the booklet.

When faculty or staff members receive reports of sexual misconduct from students, other employees or campus visitors, please remember that they are mandatory reporters and must notify the SMU Title IX Coordinator. Under the new Texas law (Senate Bill 212), failure to make a report may also result in criminal penalties and termination of employment. This procedure applies to all employees including confidential counselors in Counseling Services and the Chaplain's Office, although these employees may only report the type of incident and may not include any information that would violate a student's expectation of privacy. Please consult Section 6 of the Title IX Harassment Policy for more information.

*For additional clarification, the following paragraphs are excerpts from the SMU University Policy Manual:*
"The University encourages students subjected to sexual violence to promptly seek medical assistance and counseling and to report the incident to the SMU Police Department and the Title IX Coordinator as soon as possible."

"Any University employee who becomes aware of a potential violation of University policy that prohibits any form of sexual misconduct including sexual assault and sexual violence is obligated to promptly report it to the Title IX Coordinator in the Office of Institutional Access and Equity. This reporting obligation extends beyond violations involving students and can include, but is not limited to, violations that involve faculty, staff, and campus visitors."

"Per Chapter 51 of the Texas Education Code…. The report must include all information concerning the incident known to the reporting person that is relevant to the investigation and, if applicable, redress of the incident, including whether an alleged victim has expressed a desire for confidentiality in reporting the incident."

"An employee designated by the University as a person with whom students may speak confidentially concerning sexual harassment, sexual assault, dating violence, or stalking (Counseling Services and the Chaplain's Office) or who receives information regarding such an incident under circumstances that render the employee's communications confidential or privileged under other law (licensed physicians, psychologists, and pastoral counselors) shall, in making a report, state only the type of incident reported and may not include any information that would violate a student's expectation of privacy. This reporting requirement does not affect the employee's duty to report an incident under any other law.'

*For additional information regarding Title IX and reporting, please refer to the University Policy Manual at https://www.smu.edu/Policy/3-Access-and-Equity/3-3-Title-IX-Harassment and the SMU Office of*



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*Institutional Access and Equity at https://www.smu.edu/iae . Emergency assistance and reporting information is provided at https://www.smu.edu/SexualMisconduct .*

## ACADEMIC POLICIES

### ENROLLMENT

The Master of Science in Counseling program offers two semesters (Fall, Spring), plus two one-week concentrated terms (Jan and May Terms) and three summer terms (S1, S2, S3), which last from five weeks (S1 and S2) to ten weeks (S3). Some courses may also be offered on weekends during the long semesters and during the summer terms. Students may enroll in a maximum of three courses (9 credit hours) per long semester. This is considered full-time enrollment. Students seeking an exception to take 12 credit hours in a long semester must have program GPA of 3.2 or higher and request approval from the Program Specialist **one week prior** to registration. Students may take up to two courses over the summer, in any of the summer terms. Thus, a student enrolled full-time in every semester may accumulate up to 24 credit hours per academic year. This is an optimal possibility that presumes full-time enrollment, a flexible schedule, and availability of course offerings. Students enroll in courses through the online registration system at my.SMU. Students who enroll in inter-term courses and are using financial aid should contact the financial aid office in advance of registration to coordinate disbursement of aid.

Course offerings are posted online prior to each enrollment period at https://www.smu.edu/simmons/Academics/Counseling/MSCounseling/CourseSchedule. Students who have completed 36 hours or more are eligible to enroll on the first day of registration each term. Students with less than 36 hours are eligible to enroll beginning the second day of registration. Students enrolled in a course that is cancelled due to low enrollment or instructor conflict will be notified by the Program Specialist before the enrollment period closes.

### DROPPING/WITHDRAWING

Counseling students must observe drop and withdraw deadlines regarding grades and refunds. Students may view the drop/withdrawal/refund schedule for each term online at the Counseling website. Visit Add/Drop/Withdrawal Policy to see policy concerning refunds for Add/Drops and Withdrawals. Students cannot drop themselves below one credit hour in my.SMU. To drop all courses for the term students must email their request to the Program Specialist. Students must notify the Counseling office and process withdrawal paperwork for all courses in the term. Medical withdrawals are allowed.



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## STUDENT COMPETENCE

Student competence within the SMU Counseling program consists of academic performance, clinical knowledge and skills, and professional dispositions recognized as essential for effective, ethical, and responsible functioning in the Counseling profession (e.g., professionalism, maturity, self-awareness, receptivity to learning and feedback, open-mindedness, communicative skills, integrity, honesty, respect, classroom demeanor, etc.). Student competencies are evaluated by faculty during each academic semester/term. Faculty concerns regarding student competence are typically addressed through a remediation process designed to strengthen areas of concern and support student success in the Counseling program. Whereas support of student progress is emphasized, in those instances where students do not achieve competency expectations despite remediation efforts, do not adhere to remediation requirements, or where competency or disciplinary issues exceed the scope of the Counseling program to address, student suspension or expulsion from the Counseling Program and SMU may occur.

### PROCEDURES FOR IDENTIFYING STUDENT COMPETENCY CONCERNS

The term *student competency evaluation* referred to in this section describes any evaluation of academic, clinical, or dispositional competencies routinely employed within the Counseling Program, including but not limited to end-of-semester student evaluations, course grades, Student Progress Forms, the Clinical Progress Assessment, or faculty observations of competencies or behaviors of concern. If a Professional Development/Remediation Plan is implemented, the student competency evaluation also extends to any evaluation methods mentioned within the plan for the determination of competency and successful plan completion.

### STUDENT EVALUATIONS

In addition to assigning course grades, instructors complete evaluations on student academic performance and professional dispositions for every course at the end of each academic term. In the event particular students exhibit deficient academic and/or behavioral performance, the instructor will also submit a Student Progress Form. The Student Progress Form assesses demonstrated academic and interpersonal skills during a given course and term. Student Progress Forms identify concerns at the level of "minor," "moderate, or "major." Student evaluations become a part of the academic record that are used to monitor student progress. Documented concerns may lead to student competency remediation. Additionally, a faculty member may submit a Student Progress Form at any time they have a student concern. An example of the Student Progress Form is provided in the Handbook Appendix. Additional details regarding Student Progress Forms and related procedures are provided below.

### STUDENT PROGRESS, PROFESSIONAL DEVELOPMENT, AND REMEDIATION

The term *remediation* may be viewed as having a negative connotation by students. However, *to remediate* means to solve or correct a problem, specifically, as a way to help a student achieve expected counseling competencies, which may include knowledge, skills, and professional dispositions. Therefore, the



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Professional Development/Remediation Plan is an approach designed to support and assist students in achieving counseling competencies where expected progress has not occurred. The goal is to elevate the student's level of competency to meet expectations so that the student may continue their program of study. The existence of a Professional Development/Remediation Plan is not a mark against a student's academic record.

1. Instructor (or other faculty or staff) completes a Student Progress Form that details the specific concern(s) including the degree of concern (minor, moderate, or major) as well as recommendations for remediation, if applicable. A sample copy of the Student Progress Form is provided at the end of this section. The Student Progress Form may be completed by a course instructor at the end of an academic term/semester, or by a faculty member (adjunct and full-time) or authorized staff member, any time a concern comes to light, both in the context of classroom performance and in conduct outside of class. The term *instructor* is used throughout this section to refer to the originator of the Student Progress Form.

2. If the degree of concern indicated by the instructor is "minor," the student's advisor is notified. The student may or may not be notified of a minor concern, contingent upon instructor discretion. If a student receives two "minor" concern evaluations, the student's advisor will contact the student to review the concerns and provide recommendations. If a student receives three evaluations indicating "minor" concerns, a remediation action plan may be instituted as determined by the faculty advisor in consultation with the Program Director.

3. If a student receives five or more "minor" concerns, the student will be placed on a Professional Development/Remediation Plan or may be dismissed from the program (See Probation, Suspension, and Dismissal). Combinations of "minor" and "moderate" evaluations will be addressed at the discretion of the student's advisor, in consultation with the Program Director, and may also result in the development of a Professional Development/Remediation Plan.

4. If the level of instructor concern is rated as "moderate" or "major," the instructor will discuss the report with the student and provide a copy to the student. The Student Progress Form will be routed to the student's academic advisor and the Program Director, who will consult regarding the nature of the concern, the need for a Professional Development/Remediation Plan (PDP), and whether the Department Chair or additional faculty need to be consulted. A decision will then made regarding whether the student will be placed on a Professional Development/Remediation Plan or have other actions taken, up to and including dismissal from the program (See Probation, Suspension, and Dismissal).

5. The academic advisor assigned to the student is responsible for the formulation and monitoring of a Professional Development/Remediation Plan, and may (but is not required to) collaborate with the student on its development. Upon development of the PDP, the advisor will meet with the student in person, if possible, to discuss the plan's requirements/stipulations and criteria for success. If the student agrees with the PDP, the student may sign the plan in the meeting with the advisor to indicate the student's agreement with and acceptance of the PDP, or may also take the PDP home for consideration. If an in-person meeting is not possible, the plan may be sent by SMU email (deliver/read receipt included) or registered mail to the



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student for consideration and response. The student's response (accept, exit, or refuse/appeal) must be provided to the advisor and the Program director within three (3) business days after the student has received the Professional Development/Remediation Plan (see below).

6. The student may select one of three responses to the expressed faculty concern(s) and resulting Professional Development/Remediation Plan:

a. *Accept the Plan*. If the student agrees with the requirements/stipulations of the Professional Development/Remediation Plan, the student must sign and date the plan and return it to the advisor within three (3) business days of receipt of the PDP. The student should also notify the Program Director of the student's acceptance of the PDP within this three-day timeframe (email preferred). If a student does not accept the PDP by signing and returning it within the three business-day timeframe, the PDP is considered to be refused. Refusal of the Professional Development/Remediation Plan without a timely notice of appeal (see below) will result in administrative withdrawal/expulsion.

b. *Exit the Counseling Program*. The student may announce intention to exit voluntarily from the program within three (3) business days. This announcement should be delivered via email to the attention of the academic advisor, the Program Director, and the Program Coordinator.

c. *Refusal and Appeal*. The student may refuse to accept the Professional Development/Remediation Plan, and appeal in writing to the Program Director within three (3) business days of the initial advisor-student meeting, or within three (3) business days of receipt of the plan in person or via registered mail. If a student fails to contact the Program Director within three business days with notice to appeal, it will be taken as refusal of the plan without appeal, and administrative withdrawal/expulsion procedures will be implemented.

7. In the case of appeal of a Professional Development/Remediation Plan, the Program Director will mediate a decision between the advisor and the student regarding the concerns and the PDP specifications. The Program Director will render a decision based on all available information within ten (10) business days of receipt of the written appeal. If the student's advisor *is* the Program Director, the Department Chair will mediate the decision. Although an in-person meeting between the Program Director, the advisor, and the student is optimal for this mediation process, unavailability or non-participation by either the student or the advisor will not be considered valid reasons for delay of a decision. In-person attendance may be defined as physical presence, virtual presence via conference technology, or via group phone call, as agreed upon by the participants. Scheduling conflicts for in-person meetings will not be permitted to interfere with the 10 business-day timeframe for the mediation procedure. Should either the student or the advisor be unavailable to meet with the Program Director within the 10-business-day timeframe, they may submit written arguments and support documentation in lieu of their attendance. Because consideration of such documents takes time, they must be submitted no later than five (5) business days after the notification of appeal is made. Neither the student nor the advisor is permitted to be accompanied or represented by any other party to any meeting at this stage of the appeal process, including but not limited to family members, partners, legal representation, or other employees of SMU.



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8. The student may appeal the Program Director's decision within five (5) business days to the Department Chair. For future reference, this serves as the *Notification of Appeal* date (see step #10, below). The appeal petition must take the form of a credible and supportable written statement describing why the decision should be re-examined, along with any documentation to support the appeal. If the Department Chair has been involved in the remediation procedure as the student's instructor (i.e., originator of the Student Progress Form) or academic advisor, the Department Chair may appoint an alternate Counseling faculty member to hear the appeal petition and render a decision regarding the credibility of the petition. The Department Chair or the Chair's appointed alternate must notify the student of the decision regarding the credibility of the student's petition within five (5) business days of receiving it from the student.

9. If the Department Chair (or the Department Chair's alternate) deems the student's appeal petition statement as credible and grounded in evidence, an Appeal Committee will be formed to evaluate the competency issue, composed of the Department Chair (or appointed alternate) plus three full-time Counseling Program faculty members: one designated by the student, one designated by the student's advisor, and one designated by the Program Director. Each party must contact and receive agreement from their designated faculty delegate within ten (10) business days following the Department Chair's decision on the appeal petition. Each party is responsible for identifying, contacting, and securing the agreement of their respective committee delegates within the ten business-day timeframe. Student failure or refusal to designate a faculty delegate within the ten business-day timeframe constitutes refusal of the remediation plan and forfeiture of the appeal process, and administrative withdrawal/expulsion procedures will be implemented. If the Department Chair is the originator of the PDP, the Chair will appoint another full-time Counseling faculty member to serve as an alternate. The student and the advisor are not required to agree on the committee membership, and are not permitted to negotiate committee membership beyond their own individual designees. Choice of membership in the committee does not require consensus among the parties involved. The Department Chair or the designated alternate will preside over the appeal hearing and the committee deliberations, and will set such procedures and timetables as are deemed suited to the task. Faculty members who serve on the committee do not represent, advocate for, or speak on behalf of the individuals who designated them.

10. The advisor and the student must provide the Department Chair or the Chair's designated alternate with written statements and any documentation supporting their assertions within five (5) business days of the notification of appeal (see step #8, above). The Department Chair will disseminate all statements to the appeal committee membership. Should the student and/or the advisor fail to provide written statements to the committee within the five business-day timeframe, the committee will deliberate and render a decision based on information available at the time. Prior to the Appeal Committee hearing, members are discouraged from discussing the student and advisor's written statements and/or support documentation, or the circumstances of the remediation/appeal process with one another, with those who designated them, or with other SMU faculty/staff.

11a. The Appeal Committee will meet at the earliest availability of the Department Chair and committee members to render a decision regarding the appeal, and the Department Chair (or appointed alternate) will



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communicate the committee's decision to the student, the advisor, and the Program Director. The student and advisor involved in the appeal are not required to attend the hearing. However, they may attend so that each party has the opportunity to verbally communicate and clarify their assertions. If either the student or the advisor request to attend the hearing, both the must attend, unless excused for supportable reasons by the Department Chair. No other parties may accompany or represent the student, the advisor, or the Counseling Program except the designated faculty. The committee meeting will not be delayed due to non-availability or non-responsiveness of either the student or the advisor to attend. Appeal Committee proceedings may not be video or audio recorded except as mandated by the Department Chair. The Appeal Committee hearing and the Appeal Committee deliberations shall be two separate events. If the student and/or the advisor are present for the hearing, they may not be present for the deliberations, which are solely for the committee members. Deliberations may be scheduled immediately following the hearing or any time within two (2) business days after the appeal hearing. The committee's decision must be reached within two business days after the appeal hearing. Deliberations may be conducted in person or electronically via teleconference or group call.

11b. The Appeal Committee is authorized to (1) waive the Professional Development/Remediation Plan entirely, (2) to modify the PDP requirements/stipulations, or (3) to enforce the PDP requirements/stipulations as stated. The committee may waive the PDP if they conclude that the preponderance of evidence does not indicate that the student is deficient in competencies and/or professional dispositions, and thus, no PDP is required and the student may move forward in their program of study without remediation. The committee may not waive a Professional Development/Remediation Plan based on non-substantive technicalities/details such as expired deadlines for completion of requirements, minor corrections to elements that can be updated or adjusted such as dates, typographical errors, or other components that do not directly impact the substance of the competency issue and the remediation requirements, or that do not directly violate stated Counseling Program procedures. The committee is not authorized to waive the PDP if the committee concludes that the alleged deficit(s) in competency is valid. If the committee concludes that a competency deficit exists, the committee must opt to modify or enforce the existing PDP.

The committee may choose to modify the PDP if they conclude that a competency and/or disposition deficiency exists that would benefit from remediation, but that the current PDP needs updating and/or revision in order to be more effective. The committee may modify the PDP by recommending the alteration or adjustment of the requirements/stipulations of the plan, and/or recommending the reduction or increase of rigor of some or all of the requirements/stipulations, and/or by recommending the addition or removal of requirements/stipulations from the plan.

Alternatively, the committee may enforce the existing PDP as is, with recommendations for updating of deadlines or other non-substantive details.

The committee is not responsible for producing the final, modified plan, but for providing their recommendations to the Chair and the advisor as explained below.



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The Department Chair will notify the advisor and the student in writing with the Appeal Committee's decision within two (2 business days following the conclusion of the committee's deliberations. If the committee decides that the plan should be modified, the Department Chair's notification will include a summary of the recommended modifications, and the advisor will have five (5) business days following that notification to produce a revised version of the PDP in keeping with the committee's recommendations, and to obtain the Program Director's signature of approval on the plan. The advisor must present the revised PDP to the student in person, by email (deliver/read receipt included), or via registered mail postmarked within three (3) days from receipt of the Program Director's signature of approval of the revised plan.

12. Following notification of the Appeal Committee's decision, each party (i.e., student and advisor) has five (5) business days to accept the decision, or to appeal the decision in writing to the Dean of the Annette Caldwell Simmons School of Education and Human Development for consideration, review, and final disposition. The student may also respond by voluntarily exiting from the Counseling Program or by refusing the PDP without appeal, in which case administrative withdrawal and expulsion procedures will be implemented.

13. Students and faculty are expected to know and adhere to these procedures, and to address the appropriate lines of authority within the organization. Failure on the student's part to conform to the processes outlined in this section will be considered non-compliance and grounds for dismissal from the Counseling program. Failure by faculty to adhere to these procedures may be considered grounds for appeal by the student. The Counseling Program and its personnel shall not be held responsible for alleged non-adherence based on good-faith efforts to adhere to procedures, to make reasonable accommodations to the student that do not violate the policies of the Counseling program and SMU, or which are made in compliance with the directives of higher SMU authorities.

14. Students whose competency concerns indicate non-readiness for continued graduate-level study in Counseling or for particular coursework (e.g., clinical skills courses) may have holds placed on their accounts that prevent enrollment in courses, or may be limited in which courses they are allowed to take until the remediation and/or appeal process is resolved. Except as noted, or unless a student has other reasons that would prevent registration and attendance in classes (e.g. holds on account, excessive incompletes, additional infractions/concerns, course failure, low GPA), a student engaged in the appeal process who is adhering to procedures and deadlines and demonstrating timely responsiveness and cooperation in moving the process forward *may* be allowed to register for and attend courses. Students who are allowed to enroll in courses should coordinate their course planning with their academic advisor to ensure entry into courses for which they have suitable competencies and readiness.

15. The remediation and appeal processes can be time-consuming. In the case of remediation, there can be no guarantee that the desired competencies and/or dispositions will be successfully achieved upon the expected completion date of the PDP. Similarly, there can be no guaranteed timeframe for the resolution of appeals. Although every effort will be made on the part of Counseling Program faculty and staff to move the process forward in a timely manner, the pace and timeframe for the remediation and/or appeal process can also be influenced by factors beyond the program's control, such as student responsiveness, level(s) of



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appeal, and involvement of entities outside the Counseling Program. The Counseling Program is not responsible for delays in enrollment, continuity of progress through the course of study, or delay of graduation due to engagement in the remediation/appeal process.

Please note that in the procedures outlined above, deadlines for completion of tasks will be strictly observed except in instances of unforeseen emergencies, University holidays, or times in which needed faculty are off-contract, which are not considered business days for the purpose of these procedures. Regular business days are Monday through Friday, excluding holidays and exceptions as noted above. Notification of any of these allowable delays must be announced with as much advance notice as possible to all parties involved. Extension of a deadline may only be granted to the student if an unforeseen emergency occurred that would prevent the student from meeting the stated deadline. Vacations, travel, non-critical illness, failure to check SMU email in a timely fashion, or similar non-emergency circumstances will not support the extension of a deadline. Should an emergency or extenuating circumstance result in either the student or the Counseling Program requesting a deadline extension, the request must be made in writing (email preferred) **before** the original deadline has passed.

All records of this process are retained in the student's academic file in the Counseling Program office. An example of the Professional Development/Remediation Plan appears in the Handbook Appendix.

## PROBATION, SUSPENSION, AND DISMISSAL

Reporting Criminal Offenses: an admitted student (regardless of enrollment status) must notify the Program Director in writing within 48 hours if any of the following events occur:

- Any arrest of the student, not including a Class C misdemeanor traffic offense
- Any criminal case filed against the student
- Any criminal conviction, not including a Class C misdemeanor traffic offense
- Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)

Failure to notify the Program Director of any situation described above within the 48-hour time period may result in disciplinary action by the Counseling Program, which may include removal from the Program.



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Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. Additionally, in the Counseling Program failure to demonstrate personal dispositions such as personal awareness, interpersonal skills, ethical judgment, and integrity may require intervention (e.g., remediation, requirement to repeat designated coursework) or dismissal from the program. Dispositional concerns may be addressed with remediation or other intervention (e.g., required leave of absence) regardless of a student's GPA or course grade. Students on a leave of absence or suspension for one year or more must reapply to the Counseling program.

Graduate students must maintain a cumulative GPA of 3.00. If in any term the student falls below this GPA, the student will be placed on probation for one term. If at the end of the term of probation the cumulative GPA is not up to 3.00, the student may be removed from the program at the discretion of the Program Director, Department Chair, and/or Dean.

Academic probation is a serious warning that the student is not making satisfactory academic progress. A student on academic probation is still eligible to enroll and is considered in good standing for enrolling in classes and for certification purposes. Academic probation is not noted on the permanent academic record; however, a student on academic probation may be subject to certain conditions during the period of probation and will be subject to academic suspension if he or she does not clear academic probation.

A student in the Counseling program who earns a C in any class is automatically placed on academic probation in the program regardless of the overall GPA. Additionally, a student who earn two Cs may dismissed from the program upon review of academic performance and review of behavioral and dispositional considerations as noted in existing Student Progress Forms. A student will be notified regarding probation and/or dismissal in writing by the Program Director.

A student who is dismissed from the Counseling Program may appeal within five (5) days to the Department Chair. The Department Chair may uphold dismissal, reverse dismissal, or recommend remediation. If the Department Chair upholds the dismissal decision, the student may appeal the dismissal decision within five (5) days to the Dean of the Annette Caldwell School of Education and Human Development.



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## COURSE EVALUATIONS

Students complete a course evaluation at the end of each term on Canvas. Unless revealed by the student, evaluation results remain anonymous and instructors view comments and rankings only after assignment of final term grades.

## COURSE ATTENDANCE

Instructors utilize their own grading criteria concerning absences and tardiness, but all courses are subject to the following attendance policies:

- Failure to attend the first class may negatively impact your final grade for the course. Grade reductions are at the discretion of the instructor and are explained in the course syllabus.
- Students should give instructors 24 hours' notice of any absence whenever possible.
- If a student must miss one class, it is the student's responsibility to acquire all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
    - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
    - receive a failing grade for the course
    - drop or withdraw from the course (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at https://www.smu.edu/-/media/Site/Simmons/DisputeCounseling/Counseling-PDF/Program-Calendar-2020-21.pdf, then consult with the Program Specialist if they believe this option is a possibility.)

## LEAVE OF ABSENCE AND REAPPLICATION

From time to time students may not attend for a term. Students are expected to communicate to their advisor and the Program Specialist their intention to discontinue taking courses for more than one term. A "Leave of Absence Request Form" must be submitted should a student need to take an extended leave from the program.

Students who do not enroll in classes for more than one full year must reapply to the Counseling Program and adhere to the most up-to-date curricular requirements. This reapplication will include completing a new application online, submitting an updated resume and essay, and completing an updated background check. Students may not need to resubmit recommendation letters. Students will be reviewed on a case-by-case basis regarding whether or not they must attend PONI day again, and that determination will be made after



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faculty review of the application. If it is determined that a student does not need to attend PONI day, the previous PONI day score will be used in the final calculation of the review score. Students reapplying for admission will not have to resubmit transcripts.

## GRADING

Students view official grades online through the my.SMU after the end of the term (including seminar courses). Students may provide an instructor with a self-addressed, stamped envelope, for returning exams (include adequate postage and envelope size). Some instructors leave final exams and papers for pick-up in the student pick-up cabinet in the Counseling office.

Students may view grading expectations and grading scales on their course syllabus. All courses use an A, A-, B+, B, B-, C +, etc. scale. Any one course grade below a B- must be retaken, earning a B- or higher, for academic credit. Students who earn two Cs or lower may be dismissed from the program.

The Masters in Counseling program upholds the following grading standard across all courses:

| Grade | Performance Description | Range | GPA | Points |
|---|---|---|---|---|
| A | Exceptional | 93 – 100 | 4.0 | 12.0 |
| A- | High Pass | 90 – 92 | 3.7 | 11.1 |
| B+ | | 87 – 89 | 3.3 | 9.9 |
| B | Pass | 83 – 86 | 3.0 | 9.0 |
| B- | | 80 – 82 | 2.7 | 8.1 |
| C+ | Failure, any C or below | 77 – 79 | 2.3 | 6.9 |
| C | | 73 – 76 | 2.0 | 6.0 |
| C- | | 70 – 72 | 1.7 | 5.1 |
| D+ | | 67 – 69 | 1.3 | 3.9 |
| D | | 63 – 66 | 1.0 | 3.0 |
| D- | | 60 – 62 | 0.7 | 2.1 |
| F | | 59≥ | 0.0 | 0.0 |

## APA GUIDELINES

Students are expected to have a high degree of familiarity with the current APA manual and its requirements. Students are required to complete an APA Overview Online Training Session during their first term in the program offered within the new student Canvas shell. The Canvas shell is only available the first term, and the online training must be completed during the first term. Students who do not complete the APA Overview Online Training will not be allowed to register and/or continue coursework without Program Director approval.



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## HONOR CODE

Admission into the Program in Counseling binds students to the SMU Honor Code and subsequent sanctions if violated.

**Sections below are excerpted reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin (ACSSEHD Bulletin) and The Honor Code.**

"All students attending the Annette Caldwell Simmons School of Education and Human Development are subject to the jurisdiction of the Honor Code (www.smu.edu/studentlife, "Student Handbook" link) and as such are required to demonstrate an understanding of and to uphold the Honor Code." (ACSSEHD Bulletin)

As indicated in Section 1 of the Jurisdiction, Ratification, and Amendments section of the Honor Code, the Honor Council does not automatically oversee the academic conduct of graduate students in Education but may be referred at the discretion of the Department.

"JURISDICTION, RATIFICATION, AND AMENDMENTS

**SECTION 1:** The Honor Council shall oversee the academic conduct of all undergraduate and graduate students with the exception of those graduate students enrolled in the Schools of Law, Theology, Business, or Education of Southern Methodist University." (The Honor Code)

"Academic dishonesty includes plagiarism, cheating, academic sabotage, facilitating academic dishonesty and fabrication. Plagiarism is prohibited in all papers, projects, take-home exams or any other assignments in which the student submits another's work as being his or her own. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Academic sabotage is defined as intentionally taking any action that negatively affects the academic work of another student. Facilitating academic dishonesty is defined as intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise." (ACSSEHD Bulletin)

Suspected cases of academic dishonesty are typically handled administratively by the appropriate faculty member in cooperation with the Program Director whose class the alleged infraction occurred and Student Progress Form will be completed. The instructor may assign academic penalties as appropriate, and the Program may assign additional educational or punitive sanctions in keeping with our Student Competence Evaluation procedures.



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## ACADEMIC INTEGRITY

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are foundational for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at: http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode.

Cheating and plagiarism are types of academic misconduct and will not be accepted.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Publication Manual. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor. Students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

If cheating or plagiarism is discovered, a faculty member will assign penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course. The faculty member will report the infraction on the Student Progress Form. In addition, a student who has cheated or plagiarized may be dismissed from the academic program and the university.

## INCOMPLETES

**Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.**

A student may temporarily receive a grade of Incomplete (*I*) if a substantial portion of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course.
The grade of *I* is normally changed to a final grade within one year but no later than the time of graduation.



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At the time a grade of *I* is given, the instructor must stipulate in writing to the student and to the University Registrar's Office the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

The maximum period of time allowed to clear the Incomplete is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

The grade of *I* in a course does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline in the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *I* to the grade indicated by the instructor at the time the grade of *I* was given.

A maximum of two concurrently held Incomplete grades (six hours) in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete grade total is reduced. Students who accumulate a total of three Incomplete grades in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

## CHANGES OF GRADES

**Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.**

Changes of grades, including change of the grade of *I*, are initiated by the course instructor and authorized by the academic chair and by the academic dean of the school in which the course was offered. If a student requests a grade change, the instructor may ask the student to provide the request as a written petition, which may become an official part of any further process at the instructor's discretion. Changes of grades may be made only for the following authorized reasons: to clear a grade of *I*, to correct a processing error or to reflect a re-evaluation of the student's original work. A change of grade will not be based on additional work options beyond those originally made available to the entire class.

Changes of grades of *I* should be processed within a calendar year of the original grade assignment. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the registrar.



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## GRADES FOR REPEATED COURSES

**Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.**

Both the initial and the second grades will be recorded on the student's permanent academic record. Both grades will be included in the calculation of the GPA and in the determination of academic probation, suspension, dismissal, honors and graduation. Only the repeated course and not the initial credit hours count toward the number of hours needed for graduation but both courses are included in the overall grade point average.

## GRIEVANCE AND GRADE APPEAL

A student who thinks that an assigned grade is other than the grade earned must first initiate contact with the instructor within seven business days and meet to discuss the matter with the course instructor to determine if the discrepancy is caused by error or misunderstanding by the end of the second week of the following term. At the time of the initial discussion, the student may be asked to provide a written petition requesting the change of grade.

A student who is not satisfied by the instructor's denial of a request for a grade change, and who maintains that the original grade was capriciously or unfairly determined, may appeal to the Program Director of the department in which the course was offered (or, in the case of a non-departmental course, to a faculty agent designated by the dean for the course). After discussing the matter with the student and bearing in mind that the final authority in matters of academic judgment in the determination of a grade rests with the course instructor, the Program Director (or faculty agent) will consult with the course instructor, who will subsequently report to the student the disposition of the appeal.

A student who is not satisfied by the disposition of the appeal by the Program Director may appeal the decision within 5 days to the Department Chair for a second Departmental review, who will subsequently report to the student the disposition of the appeal.

A student who is not satisfied by the disposition of the appeal may appeal the decision to the dean of the school offering the course within 5 days. The dean will take action as he or she deems appropriate. A student may appeal the dean's decision to the provost. In their actions, the Dean and the Provost must respect the principle that the determination of a grade rests with the course instructor.



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# GRADUATION

## GRADUATION OVERVIEW

Once a student begins Practicum, they must meet with their academic advisor to receive instruction for the completion of their degree. It is the responsibility of the student to understand procedures and adhere to the published deadlines for their conferral and graduation. Students missing the conferral deadline for a term must defer their conferral date to a future term.

Students notify the Program Specialist that they want to apply for graduation. Once the student has been notified that they are eligible to graduate, s/he will submit an online Application for Candidacy to Graduate (ACG) form in my.SMU well in advance of completing their final course work for a designated conferral term. If the various deadlines for the conferral term are missed, a new ACG must be filed for a future conferral term.

Graduation ceremonies occur twice per year: May and December; however, graduates may confer their degree in one of three terms (Fall, Spring or Summer).

A fee for regalia (cap, gown, and hood) and diploma must be paid in advance. Filing the form and paying related fees when added to a student's account are the responsibility of the student.

## GRADUATION TERMINOLOGY

- "Conferred" means a student has completed the requirements to earn their degree so the degree has been conferred (awarded) and the student has officially graduated on paper. This happens once a student has earned all the credit hours needed in order to be awarded the degree (63 credit hours for the Master of Science in Counseling degree) and all of the student's grades have been posted on their transcript - in other words, no grades of Incomplete appear on the transcript.

- In order to receive a grade in Internship I and Internship II, a student must complete all the direct and indirect contact hours required by the State of Texas. The Internship Director and/or the other Internship supervisors track each student's contact hours and, therefore, know when individual students have completed them. At the end of the term in which a student completes their contact hours, the supervisor will assign the final grade in my.SMU. If a student has previously received a grade of Incomplete, they will process the final grade with a Request for Change of Grade Form through the Counseling office.

- Graduating and attending a graduation (commencement) ceremony are two different events. Attending a graduation ceremony doesn't mean that a student has formally graduated (see conferred, above). At SMU, you are allowed to "walk" in a graduation ceremony before you have actually graduated.



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- Counseling students can graduate in one of 3 terms (Fall, Spring or Summer Terms). The conferral date on a student's degree will be the last day of the term in which graduated.

- Students who graduate in a Fall should participate in the December graduation ceremony. Students who graduate in the Spring should participate in the May ceremony. Students graduating in the Summer can elect to 'walk early' in the May ceremony by completing a Walk Early Form or participate in the December ceremony.

## PREPARING TO GRADUATE

As students accrue their contact hours in Internship, they should calculate in which term they will be able to meet the deadlines and complete an ACG (Application for Candidacy to Graduate) in my.SMU.
If the student is unable to complete their hours for the term they completed their ACG for, s/he should then request of the Program Specialist that their graduation be deferred and a new ACG for the following term must be completed. There is no charge to file an ACG.

Once a student has filed an ACG, and the date for the graduation ceremony approaches, the student will receive a letter at their home address and several emails from the Program Specialist and the Registrar's Office with the information needed regarding the graduation ceremony:

- The Graduation Fair (held on main campus with various vendors)
- How and when to order your regalia
- How to order invitations
- Ticket information (for the May Term Simmons School ceremony)

## DIPLOMAS

Sometime during the week following the end of the term, students will be notified that their degrees have been conferred as of the last day of the term and will be given instructions as to how to obtain a copy of their final transcripts. Students can also refer to www.smu.edu/EnrollmentServices/Registrar/TranscriptRequests. (Final transcripts should not be requested before notification that the degree has been conferred; otherwise, it is not the final transcript since the conferral date may not appear on it.)

Diplomas are mailed to the student's mailing address listed in my.SMU. If a student prefers that their diploma be mailed to a different address than the listed mailing address, they can list a "diploma" address in my.SMU.



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## LICENSURE AND CERTIFICATION

### STATEMENT REGARDING REQUIREMENTS

The Counseling program provides and administrates a curriculum for earning a Master of Science in Counseling degree. Within this degree program, there are elective course options that meet or exceed the minimum requirements for LPC, LMFT, LCDC and School Counseling licensure or certification in the state of Texas.

The Counseling program does not guarantee licensure, certification, or employment upon degree completion. It is the responsibility of each student to continue postgraduate work for the desired licensure or certification.

Students should check the state-maintained online site for each license and certification of interest to stay abreast of relevant updates or changes, including important testing dates.

**It is the responsibility of each student interested in potential licensure or certification outside of Texas to understand Texas rules of reciprocity as well as the guidelines for their state(s) of interest.**

Requests for paperwork for out-of-state licensure will initiate with the student's former faculty advisor for review and processing; if necessary, documents will be referred to the appropriate supervisor and/or administrator as needed. Applicants should complete all demographic and course designation information first and provide current addresses/contact information for themselves and the state licensing board. Applicants should anticipate a minimum processing time of 3 weeks (15 business days) for all requests. Students are to compile their own syllabi. We do not provide them, except electronically, and at the time the student takes the course. Should copies of any documentation be necessary, they will be provided at a cost of $.25 per page payable by credit card or check to SMU, and paperwork will be processed within 15 business days. Additional postage charges may apply.

## STUDENT RESOURCES

### SMU IDENTIFICATION CARD

Every admitted Counseling student receives an SMU ID number. This SMU ID number allows students to access information online for enrollment and research, parking and to utilize other campus resources like the Canvas online education system and the libraries. Students are required to secure an SMU photo ID by going to the main campus and visiting the Park N' Pony office located at the Hughes-Trigg Student Center or logging into SMU ID Card Services. Students can also receive discounts throughout the DFW area using their SMU ID.



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## TEXTBOOKS

### BOOKSTORE

Required course textbooks are available through the SMU Barnes & Noble Bookstore near main campus on Mockingbird Lane. Students may purchase textbooks at any book retailer or online. SMU Barnes & Noble does price match for Amazon. Students can view textbook information for all the courses in a selected term within my.SMU.

1. Login in to my.SMU
2. Click the Manage Classes tile
3. Click on Class Schedule and select appropriate term
4. Click on the View Textbooks link towards the top of the page.

A list of all your Required, Recommended and Supplemental materials will load for all the courses that you have enrolled in for the selected term. In addition, you may also browse textbook information for specific courses and sections for any other terms by clicking the "View Textbooks" button in the Class Search page. Please note that you may still go to the SMU Bookstore site and look up textbook information one course at a time.

### RECOMMENDED BOOKS

Students are encouraged to retain their course textbooks for building their professional resource library. Additionally, certain reference materials are recommended to help counseling students throughout their academic program: the current DSM, a pocket version DSM, and a current APA Publication Manual.

### APA STYLE

SMU's Counseling program graduate students are expected to understand and adhere to the American Psychological Association Style in all formal writing assignments during their academic tenure at SMU. It is recommended every student purchase an APA Publication Manual at the start of their core course work.

## MAIN CAMPUS SERVICES

### FONDREN SCIENCE LIBRARY

Counseling students may secure materials from the Fondren Library, as well as all other campus libraries, with an SMU ID card. To access online resources at SMU Central University Libraries visit https://sites.smu.edu/cul/.



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## WEB RESOURCES

### CANVAS

The Counseling program utilizes the SMU online learning management system (LMS), Canvas, to communicate with students through Announcements, Discussion Forums, and scheduled Live Chats. Additionally, many Counseling instructors use the Canvas system as an online teaching tool for course assignments. Students are encouraged to familiarize themselves with the system upon admission and refer to the site weekly to stay connected with the Counseling Program community of learners and educators. Students can access Canvas at https://canvas.smu.edu. Students will need a personally-owned device to access course materials and participate in class. Please refer to the Digital Course Requirements for device specifications.

### MY.SMU.EDU

Every student enrolled at SMU must use the online software system for enrollment, financial query, personal record maintenance, and grade viewing, as well as other official University business. Instructions for using the system can be found online at: http://www.smu.edu/OIT/Services/mySMU/StudentEssentials

### SMU EMAIL

Admitted SMU students each receive an official SMU email account. This email account should be used for all school-related correspondence. Notifications from the Counseling Program office and instructors are delivered through the SMU email system. It is the responsibility of the student to view and maintain this email account on a regular basis. It is highly recommended that students use their SMU email account rather than their personal email accounts to contact SMU faculty and staff via email to ensure that the messages are delivered and not sent to spam or junk folders. SMU email accounts remain available to graduates permanently.

### CONFIGURING YOUR SMART PHONE OR TABLET TO RECEIVE SMU EMAIL

The instructions for configuring your phone or tablet to retrieve your SMU email vary slightly depending on the phone model. Configuration instructions can be found online at: https://www.smu.edu/OIT/Services/Info/cellphonesConfiguration

## SMU MASTERS IN COUNSELING PROGRAM ORGANIZATIONS

### ASSOCIATION OF STUDENT COUNSELORS (ASC)

The Association of Student Counselors (ASC) is a student-led organization open to all SMU Masters of Counseling Students upon entrance to the program. Services include mentoring to newer students in the program, workshops throughout the year focused on multiple facets of the counseling field, community



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service opportunities, newsletters highlighting members and important dates, and student networking and social events.

## SMU BOOK CLUB

The SMU book club is a group for current students and alums, hosted by a faculty member and current student. We meet twice in the fall and twice in the spring to review and discuss clinical implications and self-growth topics that are precipitated by current mental-health pop book that we choose to read.

## SMU PLAY THERAPY ASSOCIATION

A student support group in the SMU Counseling program where students interested in working with children using play therapy techniques can interface with experts in the play therapy field. Didactic credit toward becoming a Registered Play Therapy is given, as well as CEU hours for LPC, LCSW, and LMFT for our alums.



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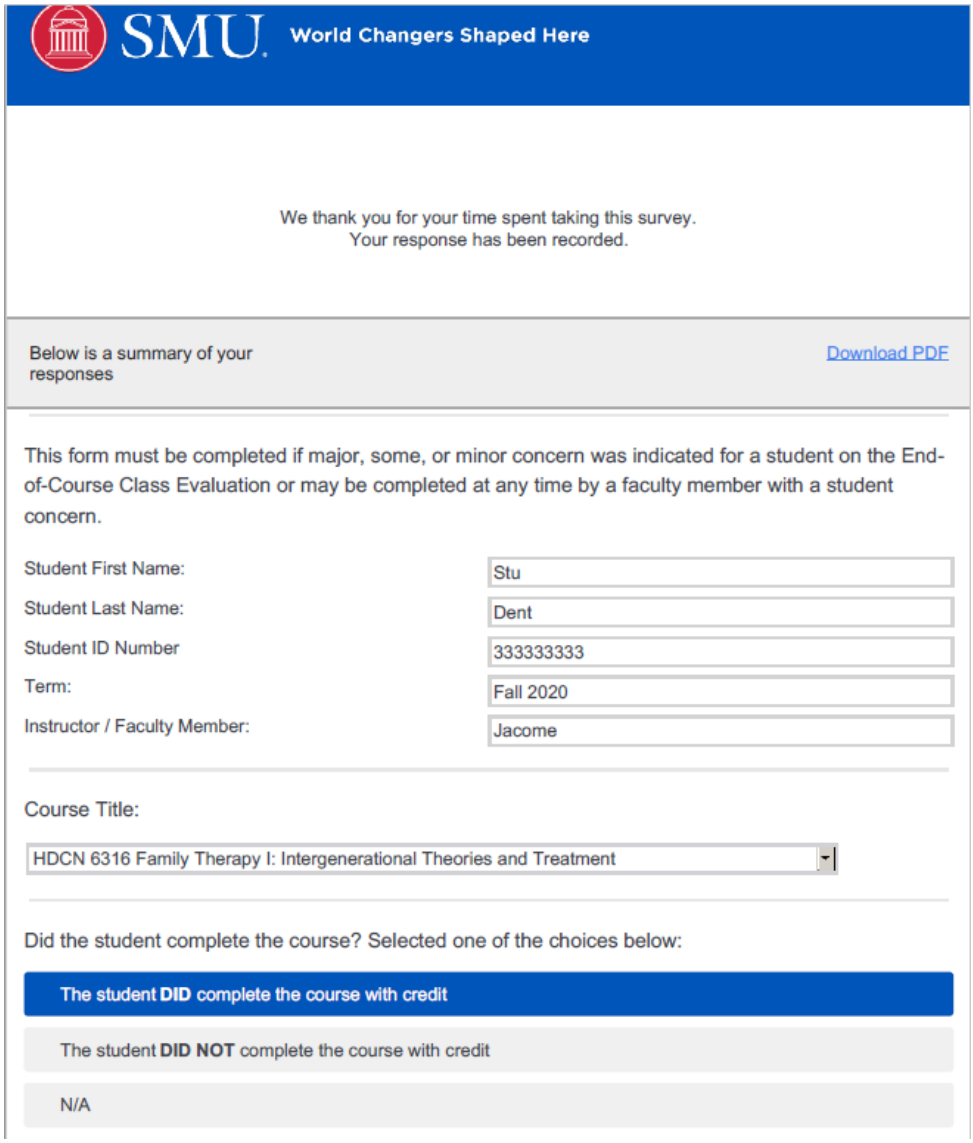
## APPENDIX A: STUDENT PROGRESS FORM

The Student Progress Form is completed online through a Qualtrics Survey which is managed by the Counseling Program Coordinator. Please note that effective Fall 2020, the mid-level concern designated on this form as "some" will be updated to "moderate."



SMU World Changers Shaped Here

We thank you for your time spent taking this survey.
Your response has been recorded.

Below is a summary of your responses — Download PDF

This form must be completed if major, some, or minor concern was indicated for a student on the End-of-Course Class Evaluation or may be completed at any time by a faculty member with a student concern.

| | |
|---|---|
| Student First Name: | Stu |
| Student Last Name: | Dent |
| Student ID Number | 333333333 |
| Term: | Fall 2020 |
| Instructor / Faculty Member: | Jacome |

Course Title:

HDCN 6316 Family Therapy I: Intergenerational Theories and Treatment

Did the student complete the course? Selected one of the choices below:

- **The student DID complete the course with credit**
- The student **DID NOT** complete the course with credit
- N/A



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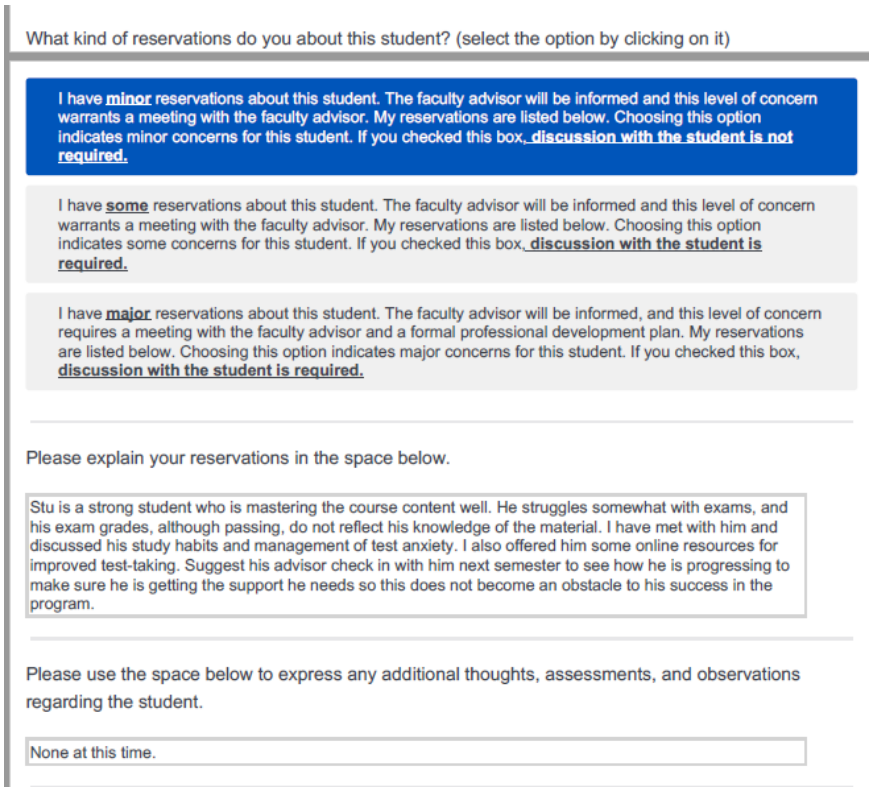




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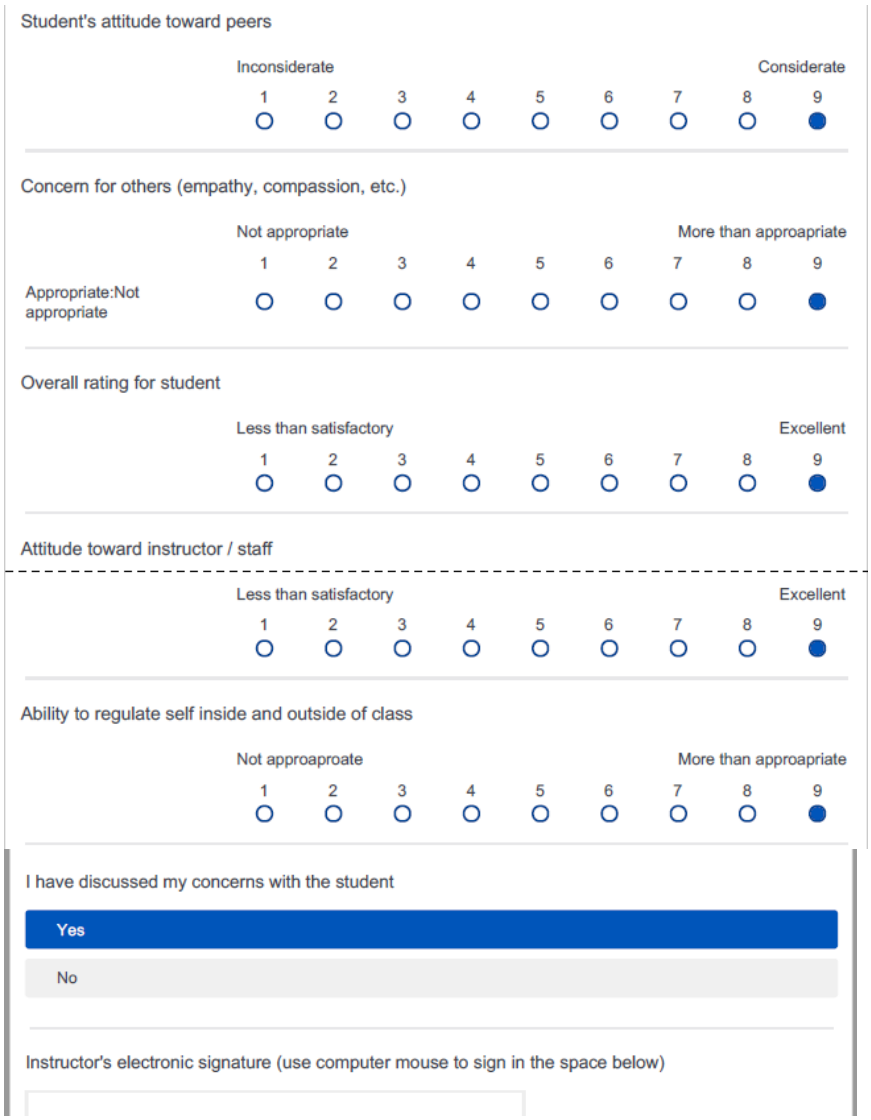




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## APPENDIX B: PROFESSIONAL DEVELOPMENT/REMEDIATION PLAN EXAMPLE

| | |
|---|---|
| **Student Name:** | **Advisor:** |
| **Semester/Year:** | **c Reviewed by Program Director on (date):** |
| **Date of Advisor-Student Meeting:** | **Intended Completion Date:** |
| **c Plan accepted (date):** | |
| **c Plan appealed (date):** | |

### SMU M.S. in COUNSELING PROGRAM
### PROFESSIONAL DEVELOPMENT/REMEDIATION PLAN

The Professional Development/Remediation Plan (PDP) is designed to support student progress in the SMU Counseling program, and ensure a student's mastery of the Counseling program's Student Learning Objectives, as well as CACREP competency standards. Students are routinely evaluated through academic grades, observed academic skills, clinical knowledge and skills, and professional dispositions in courses and across the program of study. Students and advisors should be aware that criteria exist for the successful completion of the PDP, that students have the right to appeal a PDP, and that procedures and consequences are in place in the event a PDP is refused or not fulfilled successfully. For additional information regarding the SMU Counseling Program's remediation, discipline, and dismissal policies and procedures, please see Part 3 this document, as well as the SMU Counseling Student Handbook, the SMU Counseling Instructor Handbook and the Simmons Graduate Handbook.

Advisors possess the autonomy and authority to create Professional Development/Remediation plans for their advisees. Such plans may be made in collaboration with the advisee if such an approach is deemed beneficial by the advisor. The PDP should be reviewed and signed by the Counseling Program Director ***prior*** to presenting it to the student. If the plan is revised following the advisor's initial consultation with the student, the revised plan should again be reviewed and signed by the Counseling Program Director.

### Part I: Advisor Summary

***Advisor, please check ☑ which Student Learning Objective(s), if any, constitute the focus of this Professional Development Remediation Plan***. (Note: ☑ symbol can be copied here and pasted below)

**Student Learning Objectives (SLO)**

*The Student Learning Objectives of the SMU M.S. in Counseling Program are to produce counselors who…*

☐ 1. Knowledgeably apply professional ethical and legal standards in practice, and who exercise ethical and responsible conduct in their profession.

☐ 2. Integrate multicultural competence in counseling practice.

☐ 3. Promote resilience, optimal development, and wellness for their clients across the lifespan.

☐ 4. Recognize and skillfully navigate the intersections between mental well-being, work, relationships, and other life roles and factors.

☐ 5. Possess a broad knowledge of counseling theories, and capably apply theory to practice.



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☐ 6. Achieve competence in clinical skills, including interviewing, counseling, and case conceptualization, in a variety of individual and group modalities.
☐ 7. Demonstrate the ability to conduct assessments for diagnosis and intervention planning purposes.
☐ 8. Comprehend research findings and their implications for practice.
☐ 9. Achieve and maintain a strong counselor identity through affiliation and engagement with professional organizations and professional service.

**Student Professional Dispositions (PD)**

Professional dispositions pertain to the conduct, demeanor, and character of students. Professional dispositions are evaluated at admissions, through end-of-term student evaluations, and through the Clinical Progress Assessment administered in Basic and Advanced Clinical Methods, Practicum, and Internship. Although not exhaustive, the following list includes most of the professional disposition areas formally and informally evaluated within the Counseling program. Students should be mindful that professional disposition issues can take many forms, such that a comprehensive list would not be possible.

***Advisor, please indicate which Professional Dispositions(s), if any, that constitute the focus of this Remediation Plan***. (Note: ☑ symbol can be copied here and pasted below)

| | |
|---|---|
| ☐ Preparation for classes | ☐ Openness to feedback |
| ☐ Personal motivation/enthusiasm | ☐ Personal, professional, and academic integrity |
| ☐ Ability to communicate (written) | ☐ Appropriate communication with faculty and staff |
| ☐ Ability to communicate (verbal) | ☐ Punctuality in attendance and deadlines |
| ☐ Student's attitude toward peers and/or clients | ☐ Contributions to class or group discussions |
| ☐ Concern for others (empathy, compassion, respect, etc.) | ☐ Interpersonal skills |
| | ☐ Emotional and professional maturity |
| ☐ Attitude toward instructor/staff | ☐ Public demeanor |
| ☐ Ability to regulate self, inside and outside of class | ☐ Ethical and legal conduct |
| ☐ Professional demeanor and appearance | |

***Briefly summarize the particular nature of the concern(s) regarding this student***:

_____

_____

***Please file all Student Progress Forms together with this document (electronically and/or in hard copy)***

**Part 2: Professional Development Remediation Plan Requirements**

***Deadline for completion of all requirements***: _____

***Schedule & format for interim assessment of progress, if any*** (e.g., contact with advisor once a week/month/semester, reports from instructors, reports from other supporters such as personal counselors,



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documentation of achieved tasks, etc.):

_____

**Plan Requirements** *(the table below may be copied and pasted as many times as needed to list all the requirements of the Plan)*

| | |
|---|---|
| **SLO and/or Disposition Competency:** | |
| **Required Task(s):** | |
| **Student Competency Evaluation Method(s):** | |
| **Competency Outcome:** | |
| **To be completed by (date):** | |

## Part 3: Policies, Procedures, & Conditions for Success

***Advisor, please review this section with your advisee:***
***Policies & procedures regarding professional development/remediation:*** Concerns pointing to the potential need for remediation may be identified by faculty, instructors, supervisors, and/or staff at any point within a student's program of study. Such concerns may be expressed through end-of-term student evaluations performed by faculty and instructors, but may also be identified at other times. Concerns may also extend to behaviors that occur outside the classroom or clinical environments. For additional details, please refer to the Counseling program Student Handbook sections on "Student Evaluations" and "Student Competence." Concerns regarding students' progress in the Counseling Program are dealt with in a systematic manner and shared only with those faculty/staff whose awareness or input is required.

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. Additionally, in the Counseling Program failure to demonstrate personal dispositions such as personal awareness, interpersonal skills, ethical judgment, and integrity may require intervention (e.g., remediation, requirement to repeat designated coursework) or dismissal from the program. Dispositional concerns may be addressed with remediation or other intervention (e.g., required leave of absence) regardless of a student's GPA or course grade.

Graduate students must maintain a cumulative GPA of 3.00. If in any term the student falls below this GPA, the student will be placed on probation for one term. Achievement and maintenance of a 3.00 GPA or higher is a component of this Professional Development Remediation Plan. If at the end of the term of probation the cumulative GPA is not up to 3.00, the student may be removed from the program at the discretion of the Program Director and/or Dean.

Concerns are documented through the Student Progress Form and are identified as minor, moderate or major in nature. Faculty should submit concern forms at the appropriate level whenever a concern is present regarding academic progress, course failure, or student conduct/dispositions, and should discuss the concern with the student whenever such a conversation may be beneficial. Student Progress Forms are routed through the Counseling Program Coordinator, who forwards them to the appropriate academic advisor. If a student receives two "minor" concern evaluations, the student's advisor will meet with the student to review the concerns and provide recommendations. If a student receives three evaluations indicating "minor" concerns a remediation action plan may be instituted as determined by the faculty advisor in cooperation with the Program Director. Faculty can access the Student Progress Form online.



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If a student receives 5 or more "minor" concerns, the student will be placed on a remediation plan or may be dismissed from the program.

If the degree of instructor concern is rated as "moderate" or "major," the instructor will discuss the report with the student and provide a copy to the student. The concern will be shared with the student's advisor, Counseling faculty, and the Program Director as an informational item during the next faculty meeting. The student will be placed on a remediation plan or may be dismissed from the program.

When presented with the need for a remediation plan, the student should be aware that the outcome of the plan will be determined on a pass/fail basis, with a pass constituting completion of all assigned tasks, as judged by the academic advisor. For a plan to be considered passing, **all** major tasks must be completed by the stated deadlines, and all tasks completed must be accomplished at the level of quality expected by the advisor. For the plan to receive a pass decision, no more than minor shortcomings may be present, such as having to re-schedule a deadline for a relatively minor task due to schedule conflicts, or having to cancel a weekly check-in due to illness or travel. Judgment of such occurrences as minor is at the discretion of the academic advisor.

***PDP Success Criteria***: A remediation plan will not receive a pass decision where there is failure on the student's part in any of the following areas: (1) to progress academically generally (i.e., GPA, passing courses, no additional documented concerns), and in the areas identified in this plan; (2) to willingly comply/adhere to conditions of the plan; (3) to meet competency expectations; (4) to meet quality expectations in the completion of tasks; (5) to meet deadlines and/or to report in as expected; (5) to display qualities of maturity, self-awareness, responsibility, cooperation, and initiative, and (6) to adhere to proper procedures for agreement with or appeal of the Plan as specified in the Counseling program Student Handbook. The remediation plan will also not be considered passing if additional infractions/concerns occur during the remediation period. Failure to successfully complete the remediation plan according to these criteria will result in student dismissal from the Program in Counseling and SMU. Dismissals may be appealed to the Program Director. Dismissal from the Counseling program prohibits students from re-applying to the program in the future.

***Student right of appeal:*** The student may select one of three responses to the expressed faculty concern and resulting remediation action plan:

a. Follow the counsel for remediation described in the report.
b. Exit from the program.
c. Refuse to accept the evaluation and remediation, and appeal in writing to the Program Director within three business days of the initial Instructor/student meeting. If a student fails to contact the Director within three business days, the instructor specifications stand and the student MUST comply or withdrawal/expulsion procedures begin. ***An appeal must occur prior to the student signing the Professional Development Remediation Plan***.

In the case of appeal, the Program Director will mediate a decision between the instructor/advisor and the student regarding the concerns and Professional Development Remediation Plan specifications.

If no resolution results from the mediation, a committee composed of full-time SMU Counseling Program faculty, and the Department Chair or the Chair's designated alternate will convene to evaluate the competency issue and render a decision to waive, modify, or enforce the Professional Development Remediation Plan specifications. Additional details of the appeal process are provided in the SMU Counseling Program Student Handbook.

*Students are strongly recommended to read the SMU Counseling Program Student Handbook, the SMU Graduate Student Handbook, and the SMU Counseling Field Experience Manual (applicable for Practicum and Internship students), and to be aware of their rights and responsibilities. The SMU Counseling program has the right to*



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*establish its own remedial and disciplinary procedures as long as they meet minimum standards established by the Simmons graduate catalog.*

## ACKNOWLEDGMENTS AND SIGNATURES

By signing below, both the student and the academic advisor acknowledge that they have met to discuss the concerns regarding the student's progress in the Counseling program, the requirements and timeline for this Professional Development/Remediation Plan, potential consequences for failure or non-compliance with the Plan, and the student's right to appeal.

In addition, the student's signature indicates understanding and acceptance of the Professional Development/Remediation Plan, its requirements, procedures, and timeline.

The student may only appeal this Remediation Plan **prior** to signing. The appeal must be made in writing to the Program Director within three business days of the initial advisor-student meeting. If a student fails to contact the Director within three business days to appeal, the advisor specifications stand, and the student must comply, or withdrawal/expulsion procedures will begin.

The Counseling Program Director's signature indicates that the Plan has been reviewed to ensure it is aligned with program policies and procedures, and accurately reflects program standards and competencies. The Plan is not considered final until the Program Director has reviewed it and signed below.

| | |
|---|---|
| Student signature (sign only if accepting the Plan) | date |
| Faculty/Academic Advisor signature | date |
| Program Director signature | date |

## Part 4: Progress Updates

☐ Student has accepted the PDP and is working toward completion of tasks
☐ Student has appealed the PDP within the specified 3-day timeframe, with the following results *(please save support documentation of appeals process with this document)*:
☐ Student has appealed the PDP, *but not within the specified 3-day timeframe*, with the following results *(please save support documentation of appeals process with this document)*:
☐ Student has refused the PDP without appeal

***Advisor:*** *Please document any advising conducted with the student concerning this Plan or related concerns, as well as any feedback from instructors, supervisors, or others whose comments would be pertinent to evaluation of the student's progress on the Plan. Also describe any revisions to the Plan or extensions granted. Do not alter the original, signed Plan – execute an addendum to this document for any revisions.*

**Progress Updates:**

## Part 5: Plan Completion & Final Evaluation

**Date of Final Evaluation:** _____ **By:** ☐ Advisor ☐ Program Director ☐ Dept. Chair

**Communication of Final Evaluation with Student**: ☐ In-person ☐ Phone ☐ Email ☐ Letter



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***Advisor: Please check the appropriate response(s) below:***

o Student has successfully completed all portions of the Professional Development/Remediation Plan, as evidenced by demonstration of the specified outcomes, and has met all expectations for quality, timeliness, and professional conduct.

☐ Student has completed all portions of the Professional Development/Remediation Plan, as evidenced by demonstration of the specified outcomes, *with minor concerns* regarding quality, timeliness, and/or professional conduct.

☐ Student has completed all portions of the Professional Development/Remediation Plan, as evidenced by demonstration of the specified outcomes, *but with major concerns* regarding quality, timeliness, and/or professional conduct.

☐ Student has **not** successfully completed all portions of the Professional Development/Remediation Plan, as evidenced by demonstration of the specified outcomes. *Please describe any tasks or outcomes not accomplished:*_____

**Advisor Recommendation(s)**:

☐ **PASS**: I am satisfied with this student's progress and believe that the student is performing adequately in the identified competency areas, and meets all criteria for passing mentioned above. (Recommendation: No further action needed)

☐ **FAIL**: I am **not** satisfied with this student's progress and believe that the student is not performing adequately in the identified competency areas, and/or I have serious concerns about this student's work quality, professionalism, or dispositions in the context of this Plan. (Recommendation: Dismissal)

***Advisor:*** *Please provide any additional information or recommendations that you feel would be helpful:*

_____

**Faculty/Advisor**: By signing below, I verify that I have communicated the results of this Professional Development/Remediation Plan final evaluation with the student, and communicated successful completion or recommendation for further action to the Counseling Program Director.

Faculty/Advisor signature Date

**Student**: By signing below, I acknowledge that the results of this Professional Development/Remediation Plan final evaluation have been explained to me. I also acknowledge that further requirements or actions may be taken by the SMU Counseling program in response to this evaluation.

Student signature *(dependent on student availability)* Date

**Part 6: SMU Counseling Program Final Determination**

☐ Student may continue in the Counseling program, with no further remedial action necessary at this time.

☐ Student may continue in the Counseling program, with additional remedial action to be determined by the Counseling faculty.

☐ Voluntary student withdrawal from the Counseling program

☐ Dismissal from the Counseling program

Signature, SMU Counseling Program Director or DRC Department Chair Date



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**Additional Notes (e.g., basis for dismissal)**:



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